DOCUMENT RESUME

ED 264 860 IR 051 357

TITLE Outreach Library Services.
INSTITUTION New York State Library, Albany.
PUB DATE 85
NOTE 53p.
PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT The Bookmark; v43 n2 Win 1985

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Libraries; *Community Services; Library Associations; Library Planning; *Library Services; *Outreach Programs; Program Descriptions; *Public Libraries; Regional Libraries; *Regional Programs
IDENTIFIERS *New York

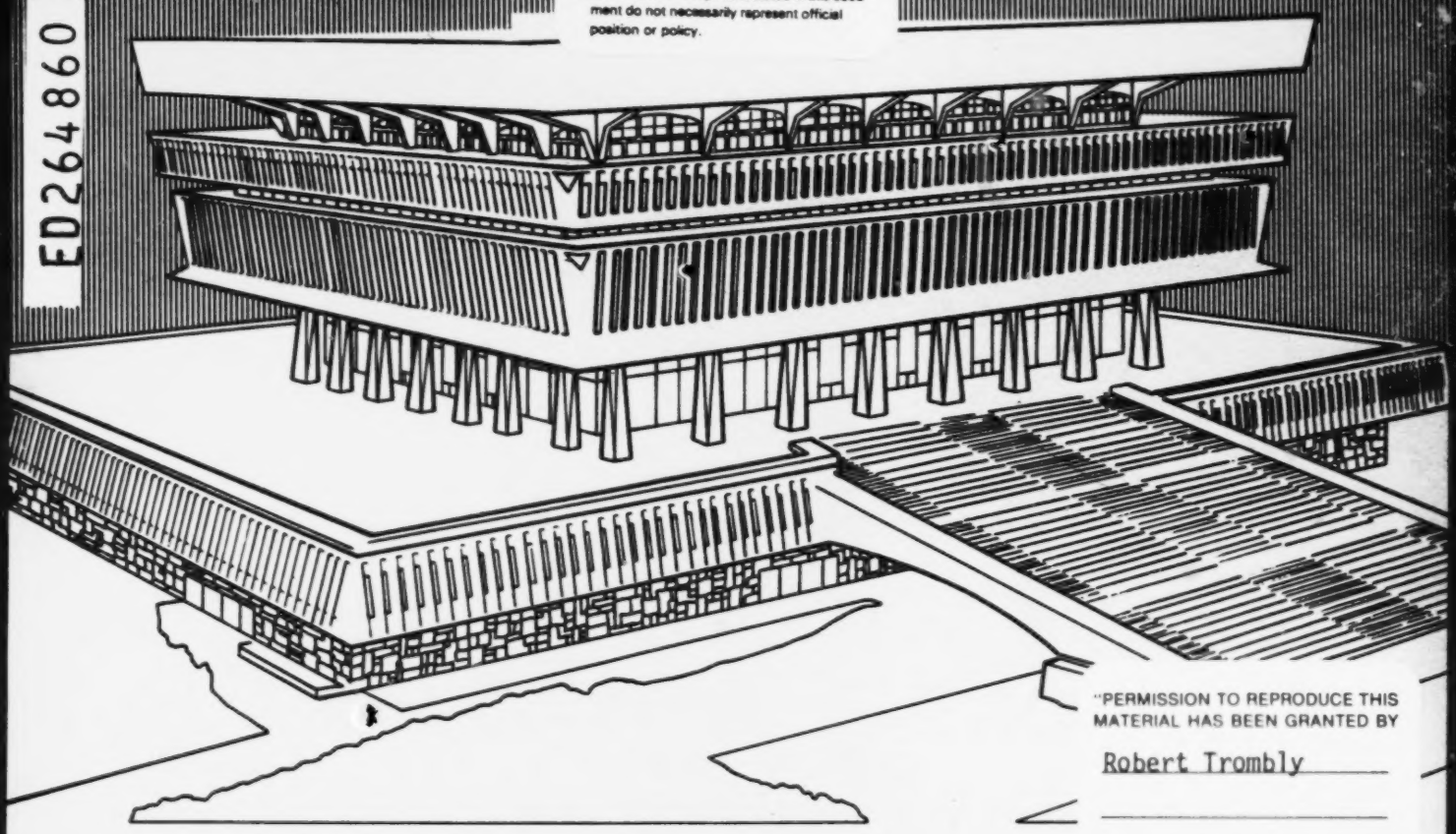
ABSTRACT

Focusing on the theme, Outreach Library Services, the articles in this publication provide a panoramic view of outreach services in eight of the public library systems in New York State. The compilation also contains four papers on special topics. Articles included are: (1) "Not So Trivial: In Pursuit of Outreach Services" (Joan F. Cooke, Finger Lakes Library System); (2) "Upper Hudson Reaches Out through Outreach Services" (Hemwatie Jaipershad, Upper Hudson Library Federation); (3) "Reexamining Public Library Outreach" (Stephen Likosky, New York Public Library); (4) "Outreach: Theory and Practice vs. Attitude and Commitment" (William A. Miles, Buffalo and Erie County Public Library); (5) "Outreach Services at the Mohawk Valley Library Association" (Jane Somers, Mohawk Valley Library Association); (6) "The Challenge of Outreach" (Charles J. Decker, Four County Library System); (7) "Outreach: Total Involvement in Service to People" (Emily H. McCarty, Queens Borough Public Library); (8) "The Development of Outreach Services in the North Country" (Paul Hutchins, North Country Library System); (9) "Equilibrating Gemeinschaft and Gesellschaft: The Storefront Library and Its Transition Function; A Model" (Benjamin Pacheco, Brooklyn Public Library); (10) "A History of the Brooklyn Museum Libraries" (Deidre E. Lawrence, The Brooklyn Museum); (11) "The Planning Process" (Elizabeth Manion, New York State Association of Library Boards Executive Board); and (12) "Funding for College and University Libraries under HEA Title II in 1984" (E. J. Josey, New York State Library). (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
OERI
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official position or policy.

ED264860



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Trombly
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Bookmark

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT / THE NEW YORK STATE LIBRARY

IR051357

Outreach Library Services

Winter 1985

NEW YORK 1784 1984 THE STATE OF LEARNING

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

1988	WILLARD A. GENRICH, *Chancellor*, LL.B., L.H.D., LL.D., Litt.D., D.C.S., D.C.L., Sc.D.	Buffalo
1987	MARTIN C. BARELL, *Chancellor*, B.A., I.A., LL.B., LL.D.	Muttontown
1986	KENNETH B. CLARK, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1989	EMLYN I. GRIFFITH, A.B., J.D.	Rome
1991	JORGE L. BATISTA, B.A., J.D., LL.D.	Bronx
1986	LAURA BRADLEY CHODOS, B.A., M.A.	Vischer Ferry
1991	LOUISE P. MATTEONI, B.A., M.A., Ph.D.	Bayside
1988	J. EDWARD MEYER, B.A., LL.B., L.H.D.	Chappaqua
1987	R. CARLOS CARBALLADA, *Vice Chancellor*, B.S., L.H.D., D.Sc.	Rochester
1988	FLOYD S. LINTON, A.B., M.A., M.P.A., D.C.L., LL.D.	Miller Place
1988	SALVATORE J. SCLAFANI, B.S., M.D.	Staten Island
1989	MIMI LIEBER, B.A., M.A.	Manhattan
1985	SHIRLEY C. BROWN, B.A., M.A., Ph.D.	Albany
1990	NORMA GLUCK, B.A., M.S.W., LL.D.	Manhattan
1990	THOMAS R. FREY, A.B., LL.B.	Rochester

President of The University and Commissioner of Education
GORDON M. AMBACH

Executive Deputy Commissioner of Education
ROBERT J. MAURER

Deputy Commissioner for Cultural Education
CAROLE F. HUXLEY

Assistant Commissioner for Libraries and State Librarian
JOSEPH F. SHUBERT

Director of the Library
PETER J. PAULSON

Director, Division of Library Development
ROBERTA G. CADE

Chief, Bureau of Specialist Services
E. J. JOSEY

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234. Phone (518) 473-1265.

BEST COPY AVAILABLE

NEW YORK STATE LIBRARY **The Bookmark**

VOLUME 43 – NUMBER II WINTER 1985

OUTREACH LIBRARY SERVICES

CONTENTS

PAGE

IN PERSPECTIVE By E. J. Josey 54

NOT SO TRIVIAL: IN PURSUIT OF OUTREACH SERVICES
By Joan F. Cooke 55

UPPER HUDSON REACHES OUT THROUGH OUTREACH SERVICES
By Hemwatie Jaipershad 59

REEXAMINING PUBLIC LIBRARY OUTREACH By Stephen Likosky 64

OUTREACH: THEORY AND PRACTICE VS. ATTITUDE AND COMMITMENT
By William A. Miles 69

OUTREACH SERVICES AT THE MOHAWK VALLEY LIBRARY ASSOCIATION
By Jane Somers 74

THE CHALLENGE OF OUTREACH By Charles J. Decker 78

OUTREACH: TOTAL INVOLVEMENT IN SERVICE TO PEOPLE
By Emily H. McCarty 81

THE DEVELOPMENT OF OUTREACH SERVICES IN THE NORTH COUNTRY
By Paul Hutchins 83

EQUILIBRATING GEMEINSCHAFT AND GESELLSCHAFT: THE STOREFRONT LIBRARY AND ITS TRANSITION FUNCTION; A MODEL By Benjamin Pacheco 86

A HISTORY OF THE BROOKLYN MUSEUM LIBRARIES By Deidre E. Lawrence 92

THE PLANNING PROCESS By Elizabeth Manion 94

FUNDING FOR COLLEGE AND UNIVERSITY LIBRARIES UNDER HEA TITLE II IN 1984 By E. J. Josey 97

Reproduction of articles from *The Bookmark* for educational use, with appropriate attribution of source, is permitted, except that permission to reproduce copyrighted articles must be obtained from the copyright holder identified on the first page of the article.

E. J. Josey, *Editor*, Alice Britenbaker, *Editorial Assistant.*

Issued quarterly by the State Education Department, New York State Library, Albany. Sent on exchange to libraries. Individual subscriptions within the United States, Canada, and Mexico are $1.50 a year; 50 cents a copy. Annual subscriptions outside of the United States, Canada, and Mexico are $2.50; 75 cents a copy. Subscriptions are available from Gift and Exchange Section, New York State Library, Albany, New York 12230. Make checks payable to New York State Library.

The Bookmark is indexed in *Library Literature, Public Affairs Information Service* and *CALL (Current Awareness – Library Literature).*

UN ISSN 0006-7407

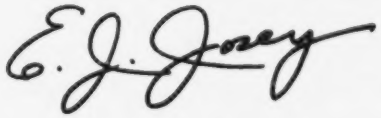
IN PERSPECTIVE

The winter 1985 issue of *The Bookmark* focuses on the theme, Outreach Library Services. This first issue on the subject provides a panaromic view of outreach services in eight of the public library systems in the State.

Joan F. Cooke of the Finger Lakes Library System describes this service as follows: "Outreach is a practical form of people assistance." Hemwatie Jaipershad writes, "and, for us at Upper Hudson, the underlying assumption is that outreach services are made available and accessible to groups who have no other form of library services." After raising several serious questions, Stephen Likosky of The New York Public Library postulates that "the targets of the library's outreach programs are seen as individuals who have special needs, rather than oppressed groups in need of community or political power." He further challenges the role of librarians in outreach activities when he declares, "Information dissemination is viewed as a 'neutral' activity, and there is little awareness of the powerful, political role information can be made to play in changing the lives of people – and indeed the very systems perpetuating their oppression."

William A. Miles joins Likosky in his criticism of librarians and libraries when he says, "Public libraries...do not do a good job serving the Poor, the Uneducated, Racial and Ethnic Minorities, the Elderly, the Incarcerated, and other substantial groups of the public." Continuing, Miles writes, "Currently caught in an era of fiscal constraints, the library community is narrowing its role in outreach services and programs." Jane Somers paints a portrait of outreach services in a rural setting and believes that "extension of services to new groups in rural areas can succeed only where such interlibrary cooperation is strong." Charles J. Decker concludes, "The pleasure of a lonely blind lady for whom you install a new needle on her Talking Book machine or the delight of a retarded child finding just the right book makes the work involved very rewarding." The Queens Borough Public Library has a New Americans Project, which reaches many linguistically deprived persons teaching them English and offering unique services. Emily H. McCarty reports, "Some students' difficulty in learning English was found to be primarily a difficulty in hearing." Paul Hutchins of the North Country Library System admonishes "outreach services...directed toward a special population, requires extra effort."

This issue also contains four papers on special topics. Professor Benjamin Pacheco of Kingsborough Community College, who is also a trustee of the Brooklyn Public Library, provides a theoretical approach to the storefront library. Deidre E. Lawrence gives a historical view of the Brooklyn Museum libraries. Elizabeth Manion, Vice President of the New York State Association of Library Boards, gives her views on the planning process. Finally, the editor provides his annual assessment of funding to college and university libraries under HEA Title II in FY 1984.



NOT SO TRIVIAL: IN PURSUIT OF OUTREACH SERVICES

By Joan F. Cooke, Outreach Services Librarian, Finger Lakes Library System, Ithaca, NY

Public library outreach service, which has recently made its cause sufficiently well known to gain a position of mandate and funding from the New York State Legislature, means that yet another opportunity for heroic action has been added to the complex activities of the State's 22 public library systems. Strained budgets made the legislative package attractive to directors and financial managers. Strained staff greeted the news with warm hearts, an extra tranquilizer, and several questions.

As a practical person with a penchant for answers, I am concerned with a number of questions. And, as a corollary, I realize that even more questions need to be asked.

Discussing the nature of outreach, to extend beyond library doors and even to surpass former levels of service, is probably analogous to discussing the National Debt. There are so many facets. They are always debatable and perhaps unanswerable. And whatever the questions – and the answers – they will be unpopular with a large group who either do not think we need to serve the institutionalized, or do not admit that wheelchair users need to enter libraries, or that we can't afford outreach services, anyway.

The concept that each library in the State, with the aid and/or leadership of the public library system that stands beside it, should attempt to serve the least articulate groups in its area (ethnic groups, institutionalized, older citizens, physically and emotionally handicapped, geographically isolated, non-literate, non-English-speaking, those in need of jobs, etc.) brings together a conglomerate of unlikely populations of all ages grouped under "outreach." And that's only for starters.

WHAT QUALITY OF SERVICE?

What level of library service are we to achieve? What quality of library service is acceptable? To whom? What percentage of staff time and energies should be focused on each specially targeted population? What percentage of a library system's budget should be designated for outreach? Should that budget go beyond the newly allocated funds?

FINGER LAKES LANDSCAPE

While this paper does not purport to tell "how we done it good," I will briefly outline the scene at Finger Lakes Library System (FLLS) to familiarize you with some of the conditions that those of us not in single county or metropolitan systems face. Our five counties stretch some 2,500 square miles between the Pennsylvania border and Lake Ontario with just under 300,000 population. Cayuga Lake is the principal geographic feature that makes us wish for a bridge or helicopter. The lake runs 40 plus miles north from Ithaca and effectively splits the System area. We also skim around other smaller bodies of water that must be taken into consideration when driving, but which are not in our counted land area. Add to the lakes a series of hills, marshlands, and narrow roads and you can gather that this beautiful area is characterized by isolated farms and homes, small towns, poverty, and wealth. While only one of the counties lost population in the 1980 census, two had formerly been designated in the Appalachia grant area, and all but one county sustain a fairly high unemployment rate.

When community size is counted in FLLS, the "smalls" with less than 3,000 population have it. Even our largest city, Auburn, at a population of 36,000, is not far from country living. The central library, in Ithaca, serves about 10,000 fewer residents. Only 6 of the 29 member libraries have professional librarians. About the same number are open 40 or more hours weekly; some are open the minimum (6 hours). Most are chartered as association libraries.

"...10 years ago..strong commitment...hiring an outreach services librarian."

Outreach programs are not new to the Finger Lakes Library System. A bookmobile has been operating almost from the System's beginnings, and about 10 years ago, the System's Board of Trustees made a strong commitment to the unserved and institutionalized by hiring an outreach services librarian. At present, staffing consists of: 1) a 10-hour-per-week Talking Book clerk who handles applications and equipment as a sublending agency for the New York State Library for the Blind and Visually Handicapped and also circulates other depart-

mental equipment for loan to agencies and individuals, 2) a 20-hour-per-week Mail-It coordinator, responsible for service to homebound individuals supplying catalog-ordered, regular-print and large-type materials and musical cassettes, 3) a full-time outreach librarian, responsible for the overall direction and coordination of services to special populations. Obviously, the department needs more help. A work relief person is assigned to the Mail-It section. Two wonderful half-day volunteers assist outreach office routines. A third volunteer has endeared himself to hundreds of nursing home and senior housing residents by using his expertise as a retired sound engineer. Our "Music Man" has prepared a series of concerts on tape that he personally presents on a regular schedule. He logs hundreds of miles and hours annually. This has become an outstanding one-man PR show for FLLS. While we can never duplicate any of our volunteers, it is hoped that a part-time clerk will be available in the future.

ADVISORS TO OUTREACH

The selection of an Advisory Committee has been fortuitous. Those who agreed to serve have brought work and personal experiences and associations that enrich the total effort. The committee has met in several strategic locations, including a county jail, a model community library, and a children's center for the multiply disabled. The next meeting is scheduled in a nursing home. Committee members believe the varied settings have given them all a broader perspective into the populations for whom they make recommendations.

HOW DIFFERENT ARE RURAL, MULTI-COUNTY SYSTEMS?

The obvious difference is that our population is substantially smaller than most urban systems and our geographic area is much larger. For example, most of FLLS' larger libraries are one hour travel time from headquarters, and travel time to some can reach three hours round trip. To answer the question, "Is this trip necessary?" there has to be a good reason. How do you assess the value of a service to an agency or institution to justify the cost of a trip? In rural systems, outreach librarians keep the telephone bills high since a call often substitutes for a visit. The need to keep in contact, to maintain a personal touch is at least aided by the phone.

"[Transportation problem] Perhaps modern technology will help"

Lack of public transportation is a second common problem for individuals trying to use public library outreach facilities. This is difficult to overcome when one recalls the many rural roads far from main highways. We haven't found a way to take everything into a person's home. Perhaps modern technology will help.

Even sending Talking Books and Mail-It packages has its obstacles, especially in apartments and mobile home parks with standard size mailboxes. We've had to talk with rural post offices informing them of patron eligibility under the Talking Books learning disability category because they "knew" the family and no one was blind.

Because of the limited number of days per week and hours of opening of many community libraries, headquarters outreach staff are in more direct contact with agencies and individuals than one would find necessary in larger public libraries open daily with longer service hours. I am continuously establishing and reestablishing contacts with agencies and institutions which are a multiple of the number of member libraries. While the member public library has frequently been the initiator (sometimes the cooperator) in serving nearby facilities, most of the decisions regarding needed services are made by the system outreach librarian and the facility activities director or another appointed staff person. Types of services desired change with the library liaison and with the increasing availability of system services and equipment for loan. All outreach librarians have many stories to relate, and one of my most recent can serve as an illustration in frustration. A frantic phone call from a part-time activities director of a large proprietary care facility informed me that she had been instructed to return everything that the home had on loan from us ... including a VCR playback unit, Bi-Folkal Kit, Talking Book machines, etc. because she was leaving shortly to spend a year in Singapore with her husband. Her boss, the owner, didn't want to be responsible for anything that didn't belong there. Only the owner (and the State?) knows when another part-time activities person will be hired. In the meantime, Talking Book users go unserved as does everyone else at that "home." Some facilities go for months without adequate staff, or change personnel too quickly for services to be effective. It makes me want to head for Singapore.

EQUALIZING SERVICE?

How do we equalize library service to everyone? Is it ever possible? Certainly time and distance have their drawbacks. That marvelous machine, the KRM optical scanning reader, designed for the blind and often used by the learning disabled, is another case in point. The realities of life in this System discovered that if anyone lives more than 10 to 15 minutes driving time from the

library, a local reader is preferred, thus eliminating travel arrangements. Even local school personnel cannot manage time in a school day to do more than demonstrate the machine to students because of travel time.

STRONG BACKBONES

The backbone of outreach service is the community library, even if the system provides a lot of the muscle. And member libraries have made enormous progress since FLLS was formed 26 years ago. Library degrees aside, our librarians are resourceful, willing, and already overworked. The systems have created a paradox by increasing the quality and number of services of the local community libraries and thereby creating a need for increased funding so that the library can be open longer hours to an increased public.

Part of the happiness in outreach work – and perhaps its bleakness, too – is to question how we can realistically encourage our public libraries to add to their procedures and routines the complexities and responsibilities for outreach? To what extent can we train and strengthen the community librarian? Consider that this person may work alone, or with one, two, or more different aides and volunteers. Keep in mind that she or he is probably working about double the paid hours at a minimum wage.

"...key people be made aware... obligation to serve all the people."

It is critical that community library boards of trustees see the importance of agency contacts, of Talking Book service, of programs for the elderly, of information for the hearing impaired and materials for literacy programs, etc. These key people must be made aware that the libraries they are responsible for have an obligation to serve all the people. These functions should be considered as essential as ordering new books, making interlibrary loan requests and planning storytelling series.

Finger Lakes Library System has used workshop/bookmeetings to keep outreach information flowing. We've made those attending more aware of disabilities and attitudes. Hopefully, we've taught some new techniques. An architect and an equal opportunity expert, elderly volunteers and agency personnel have joined Kid's Project puppets which represent the disabled at these sessions. Other direct assistance has been in the form of library evaluations, made at the request of the member library. The use and provision of outreach equipment, brochures, and services were measured along with the doorways. The first libraries going through the total evaluation package did so with grant funding enticements. Since then, a waiting list has been formed.

How many libraries are accessible to sight-impaired or to physically impaired persons? How often and how much do we compromise accommodation? To what degree can we call all libraries "public"? Only money makes buildings handicapped-accessible and provides computers for public access and adult learners, besides purchasing all the other devices and materials vital to 1980's library service. Only money makes libraries current and responsive to the total community.

SOME OTHER OUTREACH QUESTIONS

How long can we keep on crossing library system borders and find either drastically different or nonexistent library services? In the northern section of our System, four library systems meet within a few miles of each other. When I spoke at a Senior Citizen dinner meeting, demonstrating equipment and describing services, I found myself equivocating since services across the lines differed so greatly. About the only thing all four had in common was the availability of Talking Book service. (The audience probably enjoyed the stories I told more than a list of services, anyway.) Books-by-Mail service is one example of a benefit that was provided by many systems and has been dropped for lack of funds. What is a homebound resident to do? Neighbors, friends, and public assistance can be called on for groceries and medical attention, but most community libraries, large or small, don't have enough volunteers to make continuous book-runs for homebound residents. Letters testify to the importance of the mail order project. How can we discontinue this contribution to equalize library service with a rapidly growing population of the aged?

"...hadn't we better increase the basic outreach allocation...?"

Library Services and Construction Act (LSCA) funds have been used as starter or innovator monies by many library programs over the years. (Such was the case for the catalog mailing service to homebound persons.) Will projects that are currently being funded drop out of favor in the next year or two? Will we see the end of literacy

and job information programs, although they are now among the most popularly funded?

Making decisions to award funds among 22 very needy library systems is surely an uncomfortable position in which to be. It seems questionable to make systems compete against each other for essential services, however. If several grants for literacy projects are being awarded, hadn't we better increase the basic outreach allocation and withdraw it as an LSCA project? Re-funding projects over several years presents additional questions.

The competition for LSCA and any other money-producing grants for outreach programs points out a disparity between large metropolitan systems with mechanisms in place to write successful proposals and the smaller systems. Fortunate are those whose directors or other staff are adept and willing to add grant writing to their other duties. Ideas are fairly easy to produce; paperwork takes time.

Systems should not be identical; they should not necessarily clone all operating services. It is certainly healthy that there is experimentation with different methods in hopes of achieving meaningful results.

I have a notebook of numerous questions. Some relate to methods of population identification, some to methods of contacting system residents when most of the larger radio and TV stations are not located in our chartered area. I have a lot of questions about institutions, both public and private, and their obligations to provide space, staff time, and equipment for library-related services. I have asked myself, and others, why the National Library Service can't produce more Talking Book cassette machines (and ones that operate properly!) and make more non-English-speaking materials available for elderly citizens whose native tongues are Italian, German, Polish, Chinese, etc. Library service for Division for Youth facilities is on my list of questions, too. Our system has put day-care centers and other facilities for young children in the category of need. What about the rest of the State?

PLANS AND PROMISES

Outreach is a practical form of people assistance. It is also one of the more expensive library programs and one where I can see no way of making direct patron charges since a large portion of those using the services are not financially able to meet the expenses. As the plans of service for all 22 library systems have been altered to make accommodations for services to increasingly specialized populations and while the per capita funding for each resident raises each system's total ante from the base of $40,000, I naively suggest that allocations based on per capita figures are unfair to rural, multi-county systems. We have far to travel to realize our goals.

The Regents Long-Range Plan recognizes, "Full use of the information and cultural resources of the state by all its residents." And it asserts that there should be an "equity of access" to information using new technologies. Funds to make this possible are assured in the recommendations. The next few years will find us looking for kept promises.

Each public library system will continue to analyze the use of the fairly modest but growing funds to ensure "best" use. Outreach services librarians are meeting to assess similar and differing services. It is an enormous challenge to face such diverse groups of beneficiaries. Can we make a truly significant impact?

LIBRARY COURSES OFFERED OFF-CAMPUS AND ON-LINE

During spring semester 1985, two ALA-accredited library schools in upstate New York have scheduled evening courses off-campus, making them more convenient for working librarians to attend. State University of New York at Buffalo, School of Library and Information Science, offers courses in Buffalo and Rochester. Information about them is available by calling 716-636-2412 or writing School of Library and Information Science, SUNY/Buffalo, Amherst Campus, Buffalo, NY 14260. Information about courses offered by Syracuse University in Syracuse and Ithaca is available from 315-423-2911; School of Information Studies, Syracuse University, Syracuse, NY 13210.

Nova University offers a Doctorate in Arts in Information Science for librarians and information managers to nonresident students. Students participate through on-line telecommunications and submit all papers to the Nova University computer. Access is provided through Telenet; the student is responsible for telephone charges to the Telenet mode. The student is required also to participate in four regional weekend seminars each year. Seminars for the Northeast are currently held in Wilmington, Delaware. For more information write to Nova University, 3301 College Ave, Fort Lauderdale, FL 33314.

UPPER HUDSON REACHES OUT THROUGH OUTREACH SERVICES

By Hemwatie Jaipershad, Coordinator of Outreach Services, Upper Hudson Library Federation, Albany, NY

With the signing into law of the Regents Omnibus Bill by Governor Cuomo on July 10, 1984, libraries and librarians in New York State saw a new era dawn in the provision of library services to special groups. The new legislation recognized and provided additional funding for Coordinated Outreach Services to people who are physically and developmentally disabled, aged, institutionalized, educationally disadvantaged and geographically isolated, unemployed, and members of ethnic or minority groups in need of special library services. The latter four are new target groups for 1985 programs; the others were recognized in the original 1981-82 proposals for Coordinated Outreach Services. This is not to say, however, that the concept of "outreach" and services to special groups at Upper Hudson Library Federation is only three years old.

The Upper Hudson Library Federation Project for the Disadvantaged has been in existence since 1969. The goals of the Project were to introduce public library resources and programs in varied formats to the inner-city disadvantaged communities of Albany and Rensselaer counties. Through cooperative linkages with various community-based human service agencies, library resources and programs were made available to nonlibrary users to stimulate their recognition of the library as an important community services agency. The basic tenet of these early outreach activities was that, since nonlibrary users did not come to the library, then the library would go to them. LSCA-funded Project programs for children and adults included storytelling and remedial reading, filmmaking and consumer education, adult learning and job information, cultural enrichment and entertainment activities. For 12 years thereafter, LSCA funds provided the only means for such library programs at Upper Hudson and, indeed, laid the foundation for the Coordinated Outreach Services of 1985.

WHAT IS COORDINATED OUTREACH?

Commissioner's Regulations state, "...coordinated outreach services shall mean a planned and integrated program of library services designed to identify, contact, and serve persons who are economically disadvantaged, members of ethnic or minority groups in need of special library services, unemployed and in need of job placement assistance, living in areas underserved by a library, blind, physically handicapped, aged, or confined to institutions."[1] Services to these groups necessitate making available library materials in both print and nonprint formats, and designing and implementing activities that are attractive and relevant to these diverse groups. And for us at Upper Hudson, the underlying assumption is that outreach services are made available and accessible to groups who have no other form of library services.

FOUR BROAD AREAS OF OUTREACH SERVICES

Accessibility, adaptability, and availability form the basic philosophy of outreach services to the groups described in Section 10.3 of our Plan of Service. All activities recognize the disabled, the institutionalized, the aged, the educationally and culturally disadvantaged, the unemployed, and the rurally isolated as integral parts of our community and stress the need to break down all barriers that impede the fullest use of the public library and its resources. The Coordinated Outreach Project provides, through cooperative efforts with member libraries, community agencies, institutions, and civic groups, a full range of library services to:

1. physically disabled persons – the blind, deaf, and developmentally disabled;
2. the aged and the homebound;
3. the institutionalized in county jails, youth facilities, development and rehabilitation centers; and
4. the disadvantaged – educationally, economically, culturally and geographically isolated among minority and non-English-speaking groups and rural residents.

1. Physically Disabled. Approximately 67,000 children and adults in our two-county service area are disabled. The kinds of disabilities vary in type and severity. Some people are in institutions or community residences; others live with their families and may be homebound. Regardless of the living situations, access becomes the key for disabled people striving to live in dignity and with some measure of independence. Their need is for access to information on employment, and educational and recreational activities. At Upper Hudson, we make every effort to serve this need with print and

nonprint items about different disabilities; recreational and/or professional reading; high interest-low vocabulary items from a developing Basic Education collection; braille, recorded and twin vision books; enlarging devices and mechanical reading aids; signed materials; and recreational and learning games. Bi-weekly captioned films for the deaf and hearing-impaired are offered at our Central Library. There are also weekly visits to the library from area agencies and group homes. These library visits usually involve a special recreational activity such as a story hour for children or a movie, craft project, or a seasonal fete, and clients are able to borrow whatever materials they would like. A training program for use of the Kurzweil Reading Machine and Braille Edit Program on the Apple IIe, taught by a blind staff member, is available for blind and visually-impaired persons. There is also a taping service for the blind, run by senior volunteers and coordinated by a Central Library staff member.

"There is also a taping service for the blind...."

To date, one of our most successful programs serving disabled adults and children has been the development and maintenance of a library at the Center for the Disabled in Albany. The very best standard and new materials in the areas of reference, fiction and nonfiction; high interest-low vocabulary books; posters and framed art reproductions; learning games and audiovisual items are supplied for this much-needed and much-used project. Also, a special storytelling program is conducted every two weeks by a children's librarian from the Central Library. We feel that this is a most worthwhile area of service because over 250 disabled children and adults from 13 counties around the Capital District attend school and vocational training programs daily at the Center.

"...film collection is also used heavily as are Bi-Fokal kits...."

2. The Aged and the Homebound. Our Central Library has a most active program for senior citizens. This program was described in detail by Gloria Freedman in the winter 1984 issue of *The Bookmark*.[2] An active senior citizens group meets regularly for library programs and social and recreational activities. They are also responsible for a Writers' Workshop that is attended by persons of all ages. The System also has an extensive plan to serve over 40 nursing homes and senior centers in Albany and Rensselaer counties. This is done in cooperation with our member libraries which receive large print books from the System's collection to serve the nursing homes in their locales. The System's 16 mm. film collection is also used heavily by these agencies, as is the collection of Bi-Folkal Kits for in-house activities. We also provide circulating copies of *Large Type Readers' Digest* and *The New York Times Large Type Weekly* for interested agencies.

For seniors who are homebound, several of our member libraries have active and successful home-delivery programs to serve those residents in their immediate localities. Almost 200 people are served through these efforts on the part of our member libraries. In 1985, many more of the 57,500 senior adults in our two-county service area will be served through a Books-by-Mail program and also through a program of storytelling for older adults.

3. The Institutionalized. With additional support from LSCA and (State) Institutional Grant funds, the Coordinated Outreach Project provides library services to several institutions in our community. We give priority for service to two county jails and three youth homes in Albany and Rensselaer counties. Through Outreach Services, libraries for both men and women are maintained at Albany and Rensselaer county jails. Reference and legal materials are mainly hard cover; for both economic and security reasons, paperbacks form the bulk of the collections at the two jails. Magazines, high interest-low vocabulary, and basic education materials are important parts of these collections. Paperbacks, magazines, and high interest-low vocabulary items are also most popular at the youth facilities at Camp Cass, as are our 16 mm. films and filmstrip and cassette programs.

Other agencies that we serve include Community Maternity Services (a home for unwed mothers) and Mercy House (a battered women's shelter). We provide recreational reading materials in the form of magazines and paperbacks to these agencies, and sporadically to others such as Hope House, a drug-user's rehabilitation residence. We estimate that close to 1,000 are served regularly through this aspect of Outreach Services. Some special library programs have been particularly successful at the county jails over the years. Creative Writing, Poetry Reading, and Film Discussion sessions are most useful whenever we are able to schedule them. An eight-week Job Information Series covering such topics as Skills Assessment, Goal Setting, and Career Exploration has been most successful. This program was con-

ducted by Carver Talent Search, a locally based educational outreach project. We now plan to schedule this project once or twice each year at the jails, as well as other agencies. All programs are made available to young adults, men, and women at these institutions. A unique need at the Rensselaer County Jail is support for the GED program for which the Outreach Project now provides materials, and in 1985 will also provide personnel.

Institutionalized persons require access to library services to meet their needs for personal, educational, and recreational information. The Outreach Project is committed to providing the best quality library services to agencies in our community, especially since they have no other form of library services available to them. We work to meet the special needs of incarcerated men and women with relevant materials and programs. LSCA funds in 1985 will help us to provide more Job Information Workshops, Legal Reference Classes, GED Classes, Literacy Programs for children and adults, and some Human Development Workshops on topics such as Personal Management, Parenting, and Substance Abuse. We hope that, by-and-by, these programs will be even more positive aids to the rehabilitation process, helping incarcerated and troubled persons to readjust upon return to their communities.

4. The Disadvantaged. The educationally, economically, culturally, and geographically isolated number approximately 92,000 in our total service population of 437,000. Almost one-fifth of our children and adults are among prime nonlibrary users and, therefore, need special help in using our libraries. They are people who may never have finished high school, can't read or are reading below normal standards, don't speak or read English, would like to find a better job, or would simply like their daily lives enriched. Upper Hudson Library Federation, in cooperation with its member libraries and some community agencies, offers a variety of programs to meet some of the needs of these people.

"...strong commitment to Literacy Volunteers... supported... cooperated...."

We have always felt a strong commitment to Literacy Volunteers and have supported them and cooperated with them in their efforts to combat the problem of illiteracy in our community. They have office space in three of our member libraries, and tutoring materials and financial support for the tutor training workshops are provided through an LSCA grant. The outreach coordinator and a Central Library staff member serve on the Board of the local affiliate, and this gives further strength to the library's support of Literacy Volunteers.

Our pride and joy in programs in 1984 has been the scheduling of English-as-a-Second-Language classes for non-English-speaking people. Classes are conducted by the Adult Learning Center, and are available during day and evening hours at the Central Library. The Outreach project provides some funds for the teaching staff, as well as materials (workbooks, texts, and cassette programs) for the students. About 150 students have attended classes during the first 11 months of 1984. In 1984 also, there were some well-attended and successful programs for Black History Month, Martin Luther King Day, Hispanic Week, and Native American Day.

The Adult Learner's and Job Information Center Programs have been long-standing projects at three major locations among our member libraries. With the new mandates to serve the educationally disadvantaged and people in need of job placement assistance, efforts will be made to expand the availability of job counselling, career education, and basic education programs to more of our member libraries, as well as to community agencies such as Trinity Institution, Camp Cass, Centro Civico, and Mercy House, among others. Grant monies will provide the services of a job counsellor and develop seed collections of work-related and basic education materials in those members of our library system with the most need.

Services to the inner city, disadvantaged areas of Albany and Troy have had a high priority for Outreach Services since 1969. The "Bookie Lookie" (our yellow van, so named by the children in a 1970 contest) brought storytelling programs, paperbacks, and movies to several day camps, parks, and playgrounds throughout the Capital District. This service still provides library materials and movie programs for campers at three summer day camps serving more than 1,000 children primarily from Black, Hispanic, and economically deprived neighborhoods of Albany and Rensselaer counties. While we no longer provide summer storytellers, the Children's Department conducts a storytelling training program for camp staff so that they can do their own programs, using our materials. Our services to children in the past have included a remedial reading program held at several of our member libraries and community locations such as the Boys' Club, and Girls' Club, and the day camps. In 1985, LSCA funds will allow us to reinstitute this very useful and much needed program in our community.

"...monies from Coordinated Outreach will allow us to reinstitute [Books-by-Mail]...."

There are about 36,000 residents in our two-county service area who are considered to be underserved by a library; that is, they do not have any, or adequate library services in their home communities. In 1981-82, LSCA funds enabled the operation of a Books-by-Mail program that was eventually discontinued due to lack of funds. However, in 1985 we hope that monies from Coordinated Outreach will allow us to reinstitute this program to reach the many homebound and unserved people who are in need of recreational and informational materials.

WHY OUTREACH?

"Regents policy on libraries affirms that every resident of New York State should enjoy timely and free access, through local libraries working within library systems, to a full range of informational resources and services, provided without restriction of censorship or violation of privacy."[3] The challenge of providing quality library services to traditional library users is one that we understand much better than providing library services to people who fall in one or more of the categories of Section 10.3 of our Plan of Service and who are among prime nonlibrary users. To be sure, the need for information for educational, vocational, and recreational purposes is no different from the need expressed by regular library users. What then becomes necessary to reach nonusers are specially designed programs that are innovative and creative, coupled with the availability of appropriate print and nonprint materials, revelant to meet the specific needs of each group. Also, there is the need to go beyond the reaches of the local library building in order to provide services where they are needed but not available. Eleanor Frances Brown in her book, *Library Service to the Disadvantaged*, said it best when she pointed out:

> Libraries cannot directly provide money to the poor, restore eyesight, grant new limbs or good health, restore youth to the old, cure a hereditary or incurable mental condition, change the color of a person's skin, or bring about his release from a prison or other institution of confinement. But there are a multitude of ways in which libraries can help all the above, disadvantaged in one way or another, by re-orienting their thinking or by providing them tools of economic betterment. Libraries can help the elderly obtain needed information or pass their leisure hours with greater contentment; they can assist in removing language barriers, help break down racial discrimination, provide material and machinery to combat illiteracy both total and functional, and make it easier for the physically handicapped by furnishing them material for rehabilitation and by erecting buildings the physically handicapped can use easily. They can reach out on a larger scale to people in ghettos, rural areas, and institutions.[4]

IN CONCLUSION

There are many favorable responses to our programs, such as the following:

"This is heavy."

(inmate at Albany County Jail on receiving a certificate for completing eight sessions of Job Information Series)

"The experience and expertise you shared with us, help our staff help our children, and their lives are enriched, people are motivated and attitudes changed."

(Bill Bailey, Executive Director, Camp Opportunities, Inc.)

"A note of deep personal thanks for the marvellous Health Series books you brought to Camp Cass."

(Mary Hormovitis, Registered Nurse at Camp Cass)

"Our children and our staff are indebted to your fine Director, to all members of the Upper Hudson Library Federation....You have recognized our need in opening a library at the Center...."

(Sister Maria C Norton, Librarian, Center School for the Disabled)

These are a few of the appreciative comments we have received from people who have used our Outreach Services. At Upper Hudson, we feel very good about these efforts "to serve the underserved." This is not to imply, however, that our activities are without setbacks. The lack of physical accessibility is a problem among many member libraries. Sometimes, too, agency administrations do not share our philosophy of, and interest in, service. But we are not deterred. The little progresses become very significant and important. The ultimate outcome for us is to extend quality library services and programs to all equally, with some modifications where necessary; to establish our libraries as the most logical place for information and referral for people with special needs; and to foster interagency cooperation for programs and activities to meet these needs.

REFERENCES

1. *Regulations of the Commissioner of Education*, Coordinated Outreach Services, § 90.3j amended, effective August 1, 1984.
2. Freedman, Gloria, "Albany Public Library – a Viable Option for the Older Citizen," *The Bookmark*, Winter 1984. p. 92.
3. New York State Library, *Library Service to the People of New York State*, Albany, State Education Department, June 22, 1984.
4. Brown, Eleanor Frances, *Library Service to the Disadvantaged*, Metuchen, NJ, Scarecrow Press, 1971. p.5.

CAROL L. HALVORSEN AND JOSEPH J. MATTIE JOINING THE DIVISION OF LIBRARY DEVELOPMENT

Ms. Carol L. Halvorsen will join the Division of Library Development April 4, 1985 as an assistant in library services. She will be working with the Library Services and Construction Act Program and activities in the regional aid programs. Ms. Halvorsen is presently the supervisor of Outreach Services and director of project LITE, an Adult Literacy Program, at the Lorain Public Library in Lorain, Ohio. She has also served at the Warren County (PA) Library System, The New York Public Library, the Houston Public Library and at the Buffalo and Erie County Public Library. She served as a part-time library consultant at the Albion (NY) Correction Facility in the early 1970's. Ms. Halvorsen is a member of the Ohio Library Association and the American Library Association and involved in community organizations and agencies. Ms. Halvorsen received her Bachelor of Arts in History from the State University of New York at Geneseo and her Master of Library Science from SUNY at Buffalo.

Joseph J. Mattie begins his employment on May 2, 1985 as an associate in library services. His primary responsibilities will be with the developing School Library System program. Mr. Mattie is presently the district library media specialist in the Arkport (NY) Central School District. Previously, Mr. Mattie was the elementary library media specialist in the Mt. Morris (NY) Central School District and worked at the David Howe Public Library in Wellsville, NY. Mr. Mattie has been a member of the Advisory Committee of the BOCES for the school library system in his area and is a member of the School Library Media Section of the New York Library Association and a member of the Educational Communications Advisory Board of Livingston-Wyoming-Steuben BOCES. He is a trustee and past president of the Hornell Area Historical Society and a trustee of the Hornell Area Arts Council. Mr. Mattie is a reviewer for Audiovisual Software for *Preview* magazine. He received his Bachelor of Arts in History and his Master of Library Science from State University of New York at Geneseo.

WILL BUY A JUNIOR HIGH SCHOOL LIBRARY COLLECTION

Natrona County School District #1 has circulated a request dated January 1985 for a library collection. Specifically, the District is seeking to purchase a current library collection from a junior high school which may be closing or consolidating. Communications may be addressed to:

Rick Thomas, Director
Instructional Materials Center
Natrona County School District #1
Casper, Wyoming 82601
Tel: (307) 577-0259

REEXAMINING PUBLIC LIBRARY OUTREACH

By Stephen Likosky, Institutional Librarian, Office of Special Services, The New York Public Library

In terms of serving the individual's needs through Outreach, The New York Public Library has a history as well as an ongoing program for which it can be justifiably proud. From its very beginnings as a public institution at the turn of the century through today, reaching those members of the population who are underserved or in need of vital information and programming due to physical, social or economic disadvantage, has been a well-stated purpose and practice. It is important, however, in discussing a library's outreach services not only to identify and evaluate its array of services, but to examine critically what forms those services have taken in addressing users' needs, when and why they have appeared, the philosophical or ideological underpinnings of such services, and whether alternative choices have been or are viable. Limitations of time and space allow me only to present a brief overview of The New York Public Library's outreach efforts, but it is hoped that this article will at least impress upon its readers the need for a more comprehensive and critical examination of the issues involved.

Even a cursory glance at The New York Public Library's history points to the sincerity with which many of its librarians throughout the years have been concerned with outreach services. For convenience sake, I will divide The New York Public Library's outreach history into three distinct time periods: 1895 (the beginnings of NYPL) through 1929; 1930 to 1965; 1965 to the present.

THE PERIOD 1895-1929

Most noteworthy in the first period was the Library's attempt to reach the non-English-speaking immigrant. The recently arrived newcomer was a segment of the community increasingly hard to ignore, as by 1910, 41 percent of New Yorkers were foreign born. Interestingly, there was some resistance at first to providing books in foreign languages, but already by the turn of the century, it was decided it was beneficial for the foreign language speaker to have materials available on American history, culture, and citizenship in his or her native tongue than to have no such materials at all. By 1913, The New York Public Library's Circulation Department could boast of 99,609 foreign-language volumes, representing 25 languages and one-tenth of its total holdings. Book lists, posters, and circulars written in many languages publicized the library's collections, and these were distributed to settlement houses, schools, churches, and places of business. "Foreign Assistants" were appointed who could communicate with non-English-speakers, and librarians worked closely with settlement houses offering social services to immigrants. In an effort to help the immigrant learn English, the library opened its doors to groups such as the YMCA, which sponsored free English classes at its branches. An April 1914 article in "Branch Library News" lists 26 English classes (catering to Russians, Poles, Italians, Hungarians, Turks, Letts – both men and women) meeting in 14 different branches. Lessons were related to such everyday experiences as mailing a letter, shopping, and taking a train. Although early reports from the Library's Circulation Department reflect a condescending attitude toward the foreign-born; before long, librarians, due in large part to their increasing contact with the immigrants, began to appreciate their rich cultural traditions and develop an interest in helping to preserve them. Generally, it can be said NYPL librarians adopted the approach now called cultural pluralism rather than the melting pot theory that sought to assimilate newcomers into a homogeneous, Anglo-Saxon notion of what it is to be American.

In further attempts during this period to reach the many individuals and groups having no easy access to the library, or unaware of its services, the Library's Circulation Department, through its Traveling Library Office, also circulated books to hundreds of sites or "stations" throughout the City. In 1910 alone, for example, the office was responsible for circulating 1,189,118 volumes at 802 stations, which included public schools, fire stations, factories, asylums, department stores, longshoremen's reading rooms, prisons, mental hospitals, and even one United States battleship.

"...Branch in Harlem... cultural center in the Harlem Renaissance..."

In what appears to be a relatively unique accomplishment, The New York Public Library in this first period

had already recognized some of the special needs of Black Americans and was providing special research sources to them. Its 135th Street Branch in Harlem figured as an important cultural center in the Harlem Renaissance of the 1920's, the same decade in which the Schomburg collection on Black culture was incorporated into the NYPL system. (In 1922, the American Library Association had given some measure of recognition to the library needs of Black Americans by establishing the Work with Negroes' Round Table. The group lasted only two years, however, and attracted little attention aside from its publicizing the results of a national survey documenting the overall lack of concern on the part of public librarians in serving the Black American population.)

Other conscious attempts at outreach during this first period included service to children (a topic on which many monographs could be written), service to the Blind, and service to males, who at least initially were not being attracted to the public library.

In summary, during the first period of its existence, through 1929, The New York Public Library made very valiant and successful efforts to introduce new users to the Library's services. It was an attempt characterized not only by the providing of appropriate materials in the branches, but by active involvement with a myriad of public and private agencies, most particularly in helping the new immigrants to acclimate themselves to a new life in America.

FROM 1930 TO 1965

From the onslaught of the Great Depression in 1929 to the mid-1960's, librarians generally do not seem to have been involved on nearly as great a scale with outreach to the disadvantaged as they had been earlier or were to be later. Of course, there were exceptions, but the Library as an institution seemed more prone to providing its services and guidance to those already aware of what it had to offer. This is reflected by the fact that during this period the only systemwide effort on a major scale to provide for the special needs of nonusers was the Readers' Advisory Service. Initiated in 1929 and developed in the ensuing three decades, it was, in retrospect, a catchall for providing all types of specialized services to the Library's patrons. At the basis of its philosophy was the notion that education and self-improvement were the keys to overcoming social or economic disadvantage. Its chief role was to help the individual obtain the reading matter or pieces of information necessary to fulfill his or her personal goals. The Service provided personal guidance to the individual, and later to groups, usually by way of reading lists, and replied in its time to thousands of requests annually by letter, phone, or in person. In spite of its many accomplishments, however, the Readers' Advisory Service seems to have been unsuccessful in impacting upon new user groups. As a movement, William Martin postulates in *Library Services to the Disadvantaged* (London, Linnet Bks), the Readers' Advisory Service was "in many ways a magnificent attempt to bring the public library into an actual status as the 'people's university,' but its emphasis was squarely on the individual reader who already believed that the public library had significant value for him." And, indeed, according to a NYPL Readers' Advisory Service survey done in the 1930's, readers with a grammar school education constituted only 3.4 percent of the Service's active users. Given the fact that the unemployment rate during the Depression reached 24.9 percent of the civilian labor force in 1933, and indications by The New York Public Library's Readers' Advisory Service that 51 percent of its requests during this period were occupation-related, it's rather surprising that no other systemwide effort seems to have been made by the Library to actively involve itself with the special needs of the unemployed.

FROM 1965 TO THE PRESENT

An important turning point in the Library's history of Outreach occurred in 1965. In that year, The New York Public Library created its North Manhattan Project, the first of four regional projects funded by LSCA, whose specific purpose was to reach out to the socially and economically disadvantaged, especially those individuals and groups in the community unaware of library services. Existing services were expanded, and new ones developed. Flexibility and experimentation were encouraged, and programming was oriented to all age groups. The North Manhattan Project proved a great success, and in 1967, 1970, and 1973 respectively, similar projects were established in the South Bronx, Staten Island, and the Lower East Side. In 1972, the Office of Special Services came into being as the administrative center for the Library's Outreach efforts. The upsurge in outreach activity in this third time period can be attributed to no single cause. Worthy of consideration, however, are the general increase in public awareness, beginning in the 1960's, of America's social and economic disparities, the War on Poverty, the rise of the Civil Rights movement, population shifts in the cities, availability of new government funding, the information explosion, and an increase in the number of governmentally mandated library services to special groups – not to speak of the offentimes courageous initiative undertaken by many individual librarians. Following is a list

of the major Outreach programs that have appeared since 1965:

1965: North Manhattan Project
Targeted Group: socially and economically disadvantaged

1967: South Bronx Project
Targeted Group: socially and economically disadvantaged

1970: Port Richmond Project
Targeted Group: socially and economically disadvantaged (of Staten Island)

1972: Office of Special Services established

1973: Lower East Side Project
Targeted Group: socially and economically disadvantaged

1973: Institutional Library Service
Targeted Group: inmates incarcerated in NYC jails & detention centers

1975: Learners' Advisory Service
Targeted Group: persons and groups in need of information on educational opportunities, or education advisement

1975: Job Information Center
Targeted Group: persons and groups in need of job or career information or advisement

1976: Community Information Service
Targeted Group: persons or groups in need of information on a wide variety of not-for-profit agencies and groups. A major function of CIS is also to explore local neighborhoods to locate new organizations and evaluate changing community needs.

1977: Literacy Tutoring Program
Targeted Group: functionally illiterate adults reading below a sixth grade level

1978: Project Access
Targeted Group: persons with physical disabilities

1978/1979: Education Information Center
Targeted Group: persons or groups in the Harlem area in need of information and/or referral in the fields of education and employment

1981: Coordinated Outreach
Targeted Group: older adults, the disabled, the institutionalized, ethnic and minority groups, the economically and educationally disenfranchised

1982: Reading Skills Center
Targeted Group: school children in need of extra parental help in improving their reading skills

1983: English-as-a-Second Language Program
Targeted Group: non-English-speaking adults wishing to learn or improve their English

1983: Microcomputer Project
Targeted Group: persons desiring more ready access to computer skills

In addition, the library throughout this period has encouraged the development and growth of Ethnic Heritage Centers. Four now exist, oriented to the Chinese, Black, Hispanic, and Italian populations. It is important to note that, with the exception of the four regional projects, all of the above outreach services are still intact, and that even the outreach work done by the projects when funding was cut was integrated into the routine activities of the branch libraries themselves.

"...outreach work by projects... integrated into the routine activities...."

The period from 1965 to the present can be characterized then by an ever-increasing commitment by the Library to reach out to special groups, in particular to the disadvantaged, in an attempt to extend to them needed library and information services.

QUESTIONS ABOUT OUTREACH POLICY

In reviewing The New York Public Library's long history of Outreach Services, there are many questions which might and perhaps should be raised. These questions do not so much challenge the System's many fine accomplishments as they help place them in a social and ideological context from which they may be more critically examined.

The first series of questions worth asking concern when and why outreach services have or have not appeared, or been given priority when they have. After all, almost all of the social problems outreach librarians address today have been with us during the entire span of public library history: the non-English-speaker needing to learn English; the adult illiterate; the physically dis-

abled; population groups adversely affected by racial prejudice; the economically disadvantaged; the unemployed; the institutionalized, etc. Why, then, we might ask, does there seem to have been no concerted effort by The New York Public Library to reach out in a major way to the unemployed and destitute during the Great Depression? Or, why did the majority of services to the physically disabled begin only in the 1970's? On the other hand, why was there already in the 1920's a rather unusual degree of sensitivity on the part of NYPL to the library needs of many Blacks? Following this line of reasoning, an interesting question for outreach librarians is: To what degree has the appearance or emphasis on a particular outreach service been a function primarily of government mandate, newly available funding, introductions of technological change, a librarian's individual efforts, or the impact of large movements for social change?

"...to the degree that the... disadvantaged [aren't part] they remain outsiders..."

In conjunction with exploring the "whens and whys" of outreach service, it might be worth stepping back a bit and examining the notion of "outreach" itself. Interestingly, the concept of outreach presupposes the existence of one or more "outside" groups. In the outreach process, one entity or group which is in some way privileged (having access to information in the case of the Library) chooses to reach out to one or more outside groups lacking that privilege. It follows, that if all of the many "targets" of outreach service were part and parcel of the initial groups reaching out, the concept of "outreach" would not be necessary. In other words, to the degree that the informationally, socially, physically, and/or economically disadvantaged are not an integral part of the public institution in determining priorities and modes of service, they remain outsiders, whose fulfillment of informational needs are of necessity dependent to one degree or another upon the availability of government funds, a recognition of their needs by key library staff, state mandates for service, and/or the whims of fashionable social trends.

Indeed this has been the case throughout all of American public library history. Those persons in key policy-making positions, such as the trustees or librarians, rarely, if ever, have been in any but a token manner members of the "disadvantaged" groups they hoped to serve. In fact, any study, I am certain, would show library decision-making bodies past and present to be overwhelmingly middle or upper class in composition, white, physically able, etc.

How, one might ask, has this affected the nature of library outreach? Has library outreach history, as a result, reflected any definable ideological patterns? Can alternative modes of outreach be viable? These are all very important questions which call for serious analysis. Let me suggest some possible directions such an inquiry might take.

First, I would like to propose that a discernible ideology does emerge from examining the patterns of public library outreach. It is the supposition that the library as an institution can best determine the outreach needs of its service community and that the targets of its outreach efforts are best served by being viewed as individuals who have spcial needs, rather than oppressed groups in need of community or political power.

"...questionable whether staff perceptions...reflect actual community needs."

The first part of our supposition, that the library as an institution can best determine internally the outreach needs of its service community, is generally a fallacious one. Because public library staffs are not made up of a representative and proportionately fair selection of the members of the communities they wish to serve, it is questionable whether staff perceptions and definitions of community needs will to any great extent reflect actual community needs. An example: Although adult illiteracy has been for years a most serious problem in the lives of over one-fifth of the adult American population, it is only very recently that librarians have chosen to adopt it in any major way as an issue worth addressing. Even when few (good) materials were available in the past for adult beginning readers, librarians rarely felt compelled to generate such materials on their own, or to pressure publishers to do the same. The adult illiterate had to wait to be "discovered" by the recent wave of positive publicity and a handful of concerned individuals with powerful influence. (How long, given this type of "oversight," will the nation's minority teens, 70 percent of whom in NYC don't finish high school and 50 percent of whom are unemployed, have to wait for the public li-

brary systems to address their informational needs in a well-deserving way?)

The second part of our supposition is that the targets of the library's outreach programs are seen as individuals who have special needs, rather than oppressed groups in need of community or political power. The most apparent consequences of this supposition are that the library most often disseminates to the "information poor" specific bits of information but rarely links the information to its broader social and political significance. Thus, a father whose child has been bitten by a rat is given an emergency medical care number but not particularly encouraged to contact the tenants' union in his neighborhood which is working to force slumlords' compliance with the city's housing codes. The library may publicize news of a new welfare service, but generally does not help organize a community for welfare reform. It directs a displaced person to a public agency for help, but does not generally investigate and inform its communities about long-range gentrification plans so they can learn how and when to fight them effectively. Librarians deal better with symptoms than with underlying causes. Information dissemination is viewed as a "neutral" activity, and there is little awareness of the powerful, political role information can be made to play in changing the lives of people – and indeed the very systems perpetuating their oppression.

Are there viable alternatives to outreach as it is practiced today, by most public library outreach librarians? Along with instituting literacy programs, which affect only an infinitesimally small percentage of the illiterate population, could the library be publicizing the needed information to better enable communities to hold public education more accountable for its failings?

"[Alternatives:] could the library be publicizing the needed information...?"

Could the library itself generate hi/lo materials as specific needs for them are assessed within the communities? Inspire and train a neighborhood youth corp (in the spirit of the Guardian Angels) to teach literacy, as is done so successfully in many other countries? Could libraries, especially those that are underutilized in poor communities, enroll more neighborhood groups into their decision-making procedures? Experiment with new and innovative methods of defining and serving the communities' needs? Tackle drugs, for example, (along with peer pressure and other related issues) as a major focus, for which today's youth need to be far better informed?

Answers, of course, are not easy. But I think it is more necessary than ever for librarians to recognize the ideological limitations with which they have functioned – and to truly "reach out" in far more innovative ways to ensure that "outreach" becomes less and less necessary over time.

TOMPKINS COUNTY – FIRST PUBLIC LIBRARY IN NEW YORK STATE TO OFFER THE PUBLIC ON-LINE ACCESS

The Tompkins County Public Library, Ithaca, NY has become the first public library in New York to offer the public on-line access to its automated bibliographic control and circulation system.

When the library had to close in the summer of 1984 for asbestos removal, the administration and staff took the opportunity to discontinue the author/title card catalog. A Data Phase automation system had been installed in December 1982. The bibliographic records on the system were obtained from OCLC tapes created during a retrospective conversion project. They are in Marc II format.

When the renovated building reopened to the public in October 1985, eight public access terminals replaced the author/title card catalog: two in the Children's Room and six in the Reference/Adult Services area. The subject catalog became available on-line in early 1985. Two librarians have been assigned full time to instruction services, helping the public learn to use the on-line system. In addition to providing information about the library's holdings, the terminal displays also show the circulation status of each item. Gail Mussell, Tompkins County Public Library reports that initial reaction to the new system has been positive and that it has greatly facilitated access to the collection.

OUTREACH: THEORY AND PRACTICE VS. ATTITUDE AND COMMITMENT

By William A. Miles,
Assistant Deputy Director,
Buffalo and Erie County Public Library

Public libraries on the whole do not do a good job serving the Poor, the Uneducated, Racial and Ethnic Minorities, the Elderly, the Incarcerated, and other substantial groups of the public. While many people accept this situation as "the way things are," much of the literature on the subject reveals concern about the narrowness of the public library's clientele, and the journals report on special outreach projects designed to bring neglected groups into the public library or to take the library to them. But to identify the relationship between the public library and disadvantaged social groups by looking exclusively at the service, or output side of the public library, is to see only part of the problem.

DEFINITIONS

Library services have been identified as "the organization of materials to make them easily accessible to potential users; lending procedures to insure that materials may be used at the time and place desired by the public; guidance to assist the user to find what he wishes, either in material immediately at hand or in whatever library may possess it; and a program of public information to make its resources not only available but eagerly sought by its community."[1]

A library program consists of one or more related activities, is identified by the library as an organizational entity, has certain specified (though not necessarily formal) objectives, and generally has clearly distinguishable resources assigned to it.

In 1981, the New York State Board of Regents approved a definition of Library Outreach Services, which states:

> Library outreach services are programs specifically designed to reach and serve persons, urban and rural; physically, mentally, educationally disadvantaged persons; people who are institutionalized in government or non-government facilities; and those people who are isolated by cultural differences and geographical distances. These outreach services generally attempt to restore balance and equity in library service to those people who may be discriminated against because they belong to such minority groups as American Indians, Asians, Blacks, and Hispanics.[2]

Culturally disadvantaged members of our society are normally thought of as Blacks, people for whom English is a second language, people of Spanish descent, Indians, and people of Oriental descent. But after finding that approximately 80 percent of the American population rarely, if ever, use our libraries, it seems to me that 80 percent of our population is culturally disadvantaged.

However, throughout the text of this article, Outreach to the culturally disadvantaged will follow the above definition set by the New York State Board of Regents. Terms such as "Cultural Minorities," "the Poor," "Urban Disadvantaged," "Socially Disadvantaged," "the Unserved," "the Unwanted," "Isolated Handicapped," and "the Aged" are used to show the vast "Melting Pot" of needs addressed by Outreach services and programs.

The culturally disadvantaged, in the traditional sense of the word, are, for the most part, citizens who live in urban areas, are besieged by heavy cuts in capital funds, and generally do not have libraries that are easily accessible to them. The library administrators in the urban cities should be reminded that their populations are becoming increasingly Black and Hispanic and they must begin to respond to this population that is on the rise in the city and will be the people to support the large urban libraries in our cities in the future, or there will be no support for urban libraries. The public library is needed more now in the city than ever to bring information to those who are informationally disadvantaged.

ATTITUDES TOWARD SERVICE TO DISADVANTAGED

When LSCA Title I was first introduced in 1956 as the Library Services Act, most of us were either not around or didn't care much about anything other than the status quo. However, when we realized that there was a monetary reward to being concerned about those less fortunate among us, many libraries by 1965 had taken the attitude of "the money is there, take it." This was an attitude to money, not an attitude to commitment and service. When it was fashionable 15 or 20 years ago to have a program aimed at the "disadvantaged," attitudes and commitment toward library services to the unserved was the one big question. Nothing has changed; it still is the question!

The attitudes of librarians toward the unserved have taken many forms over the past 15 to 20 years. They have been a mixture of compassion, eagerness to serve, doubt, fear, dismay, discouragement, determination, and hope. No matter what we say, there have been times when those of us who believe in this idea have had to stand alone and suffer the discouragement and pain that go along with fighting for what we believe is right. The mere fact that there is any doubt, any mixture of conflicting feeling, or any lack of support probably presents us with possibly our most serious problem.

Since the mid- to late-1960's and the early 1970's, some large urban library systems have begun to respond to the needs of the Urban Disadvantaged. However, this reponse has come about primarily because of one thing: Federal funds.

PROGRAMS FOR OUTREACH

With the 1960 "poverty programs" came a renewed look at library service. Federal dollars helped to fund "innovative" programs. Librarians were encouraged to "Reach Out" into their communities and offer library services far and wide. The bounds of library walls were extended into the community.

"...examined areas of need and sought to serve."

Often these innovative programs were nothing more than what had once been routine: providing specialized reading lists; developing collections that reflected the culture and interests of the immediate community; providing self-help classes (such as Post Office examinations). The librarians simply examined areas of need and sought to serve.

Geographically isolated areas, rural and urban, were also identified. Service was then extended through mobile units, storefronts, books by mail, etc.

FISCAL CONSIDERATIONS RULE PROGRAMS

Outreach programs as such might never have been needed if libraries had kept pace with the needs of all of their constituents. Most of these programs were developed through state or Federal grants and meant that sponsoring institutions did not have a strong commitment to maintaining those services. When the money ceased, the programs themselves disappeared. This alone has been the greatest stumbling block to providing service to all residents. It is so much easier to claim fiscal shortfall and serve only those regular users, never trying to expand our services to those less educated or less motivated.

"...much easier to claim fiscal shortfall and...never... expand...."

Currently caught in an era of fiscal constraints, the library community is narrowing its role in outreach services and programs. Statistics reveal that urban public libraries are receiving a decreasing share of local municipal budgets and that additional funds are needed for library programs that are essential in meeting the needs of a diverse urban population including a large concentration of minorities.[3]

A major fallacy in management during hard money times is the elimination of service units that circulate the least even though this is the easiest because the groups affected are the least vocal. In order for a library truly to be a service organization, it is as important to provide viable, accessible points of service for all citizens as it is to provide voluminous circulation in highly populated communities.

Many outreach services that began in the 1960's that are unfortunately still experiments in the 1980's should now become part of the ongoing library services of public library systems in this country. Public libraries must make a commitment to these services so that when and if Federal funds are cut these programs will not be eliminated.

"Efforts in NYS...strengthen library services to minorities."

In many instances, with the decline in Federal dollars there is a corresponding decrease in library programming and the delivery of information sources to minorities. However, there are some librarians and library supporters who still have a strong commitment to target programming and services for minorities. Efforts in New York State represent a prime example of a course of action taking place to strengthen library services to minorities.

COORDINATED OUTREACH PROGRAM

Coordinated Outreach Library Services is a new program established in 1981 and made eligible for State aid in New York. Grants are made available to each library system to serve the Blind, Physically Handicapped, Aged, and Institutionalized.

The Buffalo and Erie County Public Library, particularly the Extension Services Department, uses Federal (LSCA), State (Coordinated Outreach), and local (Erie County) funds to support customized programs and services in an effort to "Reach Out" to the citizens of Erie County who need it most. The Extension Services Department consists of four Divisions: Urban Services Division, Branch Libraries Division, Mobile Libraries Division, and Institutional Services Division.

The Buffalo and Erie County Public Library has a very simple aim when it comes to providing Outreach Services. That aim is to provide innovative, meaningful and needed library services to the unserved and disadvantaged in Erie County; particularly those residents who are socially, economically, educationally, culturally and physically handicapped; the incarcerated; and the aged.

The Buffalo and Erie County Public Library's objectives are:

1. Provision of library service to the people of Erie County at whatever location is most possible
2. Effective material utilization and programming
3. Extensive staff training in special skills necessary to work with the aged, disadvantaged, and handicapped
4. Formal information presentations to community and library-related groups
5. A constant public relations effort

Following is a descriptive list of the Buffalo and Erie County Public Library's Outreach efforts:

1. Branch libraries – comprehensive service and programming designed to reflect the ethnic, cultural, and educational needs of the immediate community
2. Mobile Libraries – conventional bookmobile service throughout Erie County
3. Institutional Services – outreach services for the needs of inmates at three County institutions: Erie County Holding Center, Erie County Correctional Facility, and Erie County Home and Infirmary
4. Service to the Aging – Mobile/Media Service combined with outreach circulate large print materials, conduct information/media programs, etc. at hot meal locations, health care centers, resident facilities, and Senior Citizens centers throughout Erie County
5. RAM Van – a mobile, multimedia van which provides programs and materials on a scheduled basis throughout the Urban area
6. Senior Citizens Film Programs – weekly film, discussion, and book talk programs operated in Senior Citizen centers
7. Lookie Bookie – an all-purpose van that travels throughout rural and urban areas showing films and circulating materials
8. Lakeview Library – a small "station" library located in a municipal housing project staffed by Urban Services personnel and paraprofessionals who are residents of the neighborhood housing project
9. Triple B Program – 150 reference book collections located in bars, beauty shops, and barber shops throughout the County
10. Consulting – library community coordinators advise other agencies and organizations on such matters as materials needed for programs, storytelling, and sources of information in such subject areas as Black History, Easy Reading Materials for Adults, etc.
11. Booklists and Bibliographies – Project staff compile and distribute these materials to persons and organizations throughout the urban area
12. Video Systems – videotape programs are produced, videotaped, and later played back through a monitoring system in urban branch libraries and on the RAM Van
13. Multi-media – presentations are made throughout the urban community utilizing 35mm slides, filmstrips, and 16mm films emphasizing current interest such as energy, housing, busing, etc.
14. Critical Information – specific collections of print and nonprint materials on subjects pertinent to the life of urban residents
15. In-servicing to staff – an ongoing and necessary component to motivate, refresh, and train all staff to provide the best possible service
16. Computer Literacy for the Disabled – utilize technology to make available materials and services to the disabled community
17. Service to the Visually Impaired – use modern visual aids such as the Kurzweil Reading Machine, Visualtek Electronic Magnifier, Perkins Brailler, and the *World Book Encyclopedia* on tape, to bring the printed word to those with limited or no sight.

These kinds of commitments made by the State of New York, Erie County, and Buffalo and Erie County Public Library to provide Outreach Programs and Services are the kinds of commitments needed from all library systems and the profession in general.

POLICYMAKERS TO BE COMMITTED TO SERVICE

On the topic of commitments, only two commitments need to be made to insure quality Outreach Services.

Needed first and foremost are committed professionals who can make policy decisions regarding the delivery of library services for all of the community. The problem of committed policymakers is compounded by the scarcity of minorities recruited to the profession. We perpetuate the scarcity of linguistic and cultural minority professionals by not having a systematic, ongoing recruitment program to train them, and thereby screen out the ability to serve those disadvantaged elements of the community who need libraries the most.

The Task Force on Library and Information Services to Cultural Minorities established by the National Commission on Libraries and Information Services learned that minorities comprised only 11.8 percent of the professional workforce in libraries. Comparatively, minorities comprise 20 percent of the American population. To redress this imbalance in the profession, library schools and the profession itself have a social responsibility and an obligation to mount a massive recruitment campaign to attract minorities to the library and information science profession.[4]

"...cultural minorities on boards of trustees and... advisory boards...."

In order to insure that they have a well qualified and competent staff, libraries must establish policies that will promote staff development and continuing education programs to provide staff competent in serving the disadvantaged.[5] In addition, libraries have the responsibility of creating community representation in the planning of library programs and service. The concept of involving community representatives in the planning of library programs is not new, but it is seldom practiced. Public libraries point to their boards of trustees as satisfying the need for community representation in planning the direction of library policies and programs. Historically, cultural minorities have had limited representation on such boards. The need is to extend representation of cultural minorities on boards of trustees and to involve them on advisory boards for planning service to particular economic, ethnic, or age groups within the community.

FISCAL COMMITMENT

The second commitment needed to insure quality Outreach Services is the commitment of local fiscal resources. Fiscal constraints and conflicts in deciding the most effective and judicious use of library dollars have led many libraries to serve only traditional users and to limit or eliminate Outreach programs.

One of the important aspects of providing library services and programming for minorities is the allocation of resources to the purchase of library materials, services, and programming for minorities. If the nation's libraries are to carry out a firm commitment to providing library Outreach Service to minorities, these services and programs must be included in the library budgetary process.

Financial planning is only a part of the total planning process, but it is an important ingredient. It dictates the extent to which libraries will have adequate personnel, materials, supplies and services, facilities, and equipment.[6] As part of the planning process, realistic goals should be established to meet the requirements of all segments of the library's clientele, including the disabled, incarcerated, aged, etc.

STATE AID

In 1980, 42 states provided some kind of financial aid to support public library services. While state aid is essential to the ongoing support of public library services, the major funding source for public library services is local taxation. Since minorities are taxpayers and have a right to library services programming, it makes good educational and political sense for libraries to factor them into their budgeting plans as resources, services, and programs are being developed.

It is essential that governing boards or committees for all types of libraries develop awareness of the importance of factoring into their budgets funds earmarked for library services and programs for minorities. The key to successful planning in this regard is to have representation from the minority community appointed to such boards and committees in order to articulate the needs of the representative communities.

A dilemma is signaled by arguments from some librarians who want to turn their backs on Outreach Services, arguments which deny the importance of community in-

volvement and point to other trends as being more relevant to the profession. Today librarians are caught in the dilemma of seeking direction in a changing social and economic milieu. Lowell Martin explains the problems of the library as an institution in the 1980's:

> circulation problems...financial malnutrition...a loose amalgam...of various publics ...and partial clientele...The fresh challenge is in looking out, to connect the agency with fundamental needs of the times.[7]

Librarians who reflect the interests of cultural minority people urge the profession not to "trade people-oriented programs for machine-readable programs."

Criteria for serving cultural minority groups are experience, sensitivity, awareness, and knowledge. Principles for providing Outreach Services are known and should not be abandoned. They fit the new times, technologies, and professional agencies.[8]

REFERENCES

1. Martin, Allie Beth, *PLA Strategy for Public Library Change: Proposed Public Library Goals...*, Chicago, ALA, 1972. p. 21.
2. *FactBook on the Board of Regents 1982 Legislative Program for Libraries*, Albany, The University of the State of New York, State Education Department, 1982. p. 6.
3. United States. Task Force on Library and Information Services to Cultural Minorities, *Report of the Task Force...*, Washington, D.C., NCLIS, 1983. p. 68.
4. *Ibid.*, p. 72.
5. *Ibid.*, p. 73.
6. *Ibid.*, p. 71.
7. Martin, Lowell A., *The Late Great Public Library...R.I.P.*, Chicago, ALA, 1981. pp. 1-5.
8. American Library Association, Office for Library Outreach Service, *Principles for the Development of Outreach Programs*, Chicago, ALA, 1979.

GRANT FROM THE ANDREW W. MELLON FOUNDATION TO FUND PUBLIC LIBRARIES' ACQUISITION OF THE LIBRARY OF AMERICA SERIES

The Library of America is pleased to announce a $500,000 grant from the Andrew W. Mellon Foundation to help public libraries with limited book budgets acquire the Library of America series. Called by *Newsweek*, "the most important book-publishing project in the nation's history," the Library of America publishes the collected works of America's major authors in uniform, hardcover editions. The two-year matching grant program, to begin this spring, will help libraries acquire 60-volume sets of the Library of America.

The program will award grants of $500 each to 1,000 qualifying libraries. Each library must be able to raise a matching grant in its own community towards the purchase of the 60-volume set. To qualify for a $500 matching grant, a library must have an annual book budget that does not exceed $20,000 and be open to the public 30 hours or more weekly. Directors whose libraries do not qualify but believe they have good reason to be included in the program are encouraged to apply for consideration. Applications and details of the program are being mailed in March.

The Library of America began publishing the collected works of America's major authors in 1982. Seed money for the nonprofit publishing program was provided by the National Endowment for the Humanities and the Ford Foundation. In three years the series has grown to 24 volumes. This spring, the works of Cooper and Thoreau will appear; later this year, William Faulkner. Each volume in the series includes a number of works by a single author and contains between 1,000 and 1,600 pages. The books are printed in legible type on acid-free paper, have sewn bindings covered in cloth, and are extremely durable. Texts are accurate, unabridged, and authoritative. The Library of America received the 1984 National Book Critics Circle award and several earlier awards.

OUTREACH SERVICES AT THE MOHAWK VALLEY LIBRARY ASSOCIATION

By Jane Somers, Outreach Coordinator, Mohawk Valley Library Association, Schenectady

The Mohawk Valley Library Association (MVLA) service area comprises Fulton, Montgomery, Schenectady, and Schoharie counties with an area of 1,730 square miles and a population of 288,248. Except for Schenectady, all are predominately rural counties. There are 13 member libraries, 7 branches, and 2 library reading stations in these counties. Among New York State public library systems, MVLA ranks 12th in geographic size and 18th in total population. In terms of book holdings, the largest public libraries in the service area are Schenectady (842,226 volumes), Gloversville (118,930 volumes), and Johnstown (77,535 volumes). The smallest is Sharon Springs, with 5,411 volumes.

Since the system was established in 1959, many MVLA services have been available to residents of the four counties. Among these services have been book deposit collections at community sites, films, Books-by-Mail, Bookmobile, Adult Independent Learner/Job Information Centers, and county jail libraries. Since 1981, with the infusion of Coordinated Outreach funds, these services have been studied, altered, refined, and extended to special groups as well as to the general public.

Services for aged, blind, institutionalized, and physically handicapped people were supplemented, or planned and implemented, with the initial outreach monies. In 1984, plans were made to serve several new groups as well. In addition to serving people who are geographically isolated, educationally disadvantaged, and unemployed; members of ethnic or minority groups, and those who live in areas underserved by a local public library are now included. In June 1984, additional State funds were made available to extend special services to all these groups. In 1985, MVLA will receive $57,295 for outreach services.

OUTREACH PROGRAM TRAINING AND PLANNING ACTIVITIES

In preparing for system and member library service to special groups, the MVLA outreach coordinator has used monthly librarians' meetings to present training workshops on relevant topics. Speakers have described services for blind readers, needs of emotionally disturbed people and developmentally disabled people, intergenerational programming activities, issues involved in dealing with problem patrons, and selection and promotion of English-as-a-Second-Language materials. Other workshops have been produced on library services for the deaf, audiovisual equipment training, information services for senior citizens, and vertical file materials as resources for handicapped persons.

Surveys have been used to assess the needs of special groups and the resources at various outreach deposit collection sites. Books-by-Mail, bookmobile, and film borrowers have been surveyed, as well as members of senior citizens centers and sheriffs at county jails. Survey questions usually concern reading preferences, patterns of library use, and preferences for future library services.

FEDERAL GRANT PROJECTS

Some MVLA Outreach projects have been supported with Library Services and Construction Act (LSCA) grants. Working closely with member librarians, the Schenectady County Literacy Volunteer coordinator, and the Washington Irving Educational Center curriculum supervisor, the MVLA outreach coordinator has been able to tailor grant projects to meet the library needs of nonreaders and foreign-speaking adults. Plans for 1985 include establishing an LSCA-funded literacy program for Fulton County using resources of the Johnstown and Gloversville libraries. In 1983 and 1984, English-as-a-Second-Language (ESL) materials were acquired with LSCA funds and placed in four member libraries to aid in ESL and literacy tutoring.

SERVICES TO PEOPLE 65 AND OLDER

Older people have used the system Books-by-Mail service since its inception in 1972. Before the Bookmobile service was ended in 1983, a survey found that 24 percent of its borrowers were 65 years or older. Today older adults are receiving regular print and Large Print MVLA books and cassettes by mail. There are 37 sets of Large Print MVLA books rotating among 20 library sites, 4 senior centers, and 7 nursing homes. Film programming lists and Bi-Folkal kits (assemblages of slides, audiocassettes, and programming ideas, usually on nostalgic themes) are made available to senior centers, nursing homes, adult homes, and hospitals.

"Reader surveys... which books to select for a site."

Reader surveys are generally needed to get an accurate idea of which books to select for a site. In 1985, the Ida McGinniss Senior Center library in Gloversville will receive general collections of system books, whose selection will be based on a survey currently being designed to assess members' reading preferences. It is interesting to note that staff at the Senior Center believe there will be little interest in hardcover books or nonfiction. Membership at each senior citizens center is different, and reading tastes also differ.

The library at the Johnstown Senior Service Center was established in 1983 with the cooperation of the Johnstown Public Library staff and the MVLA Outreach staff. Today that library is well used, and the Center membership demands an ever larger rotating collection of large print books. It has been necessary to spend an increasing amount of money on large print books since 1981 (15 percent of the system book budget in 1984).

SERVICES TO BLIND PEOPLE

In 1983 Outreach grant funds were used to purchase the first 40 audiocassettes for circulation by mail. In 1984, another 60 spoken word cassettes were ordered. Annotated lists of these cassettes are part of the large print, Books-by-Mail catalogs. Plans are being made to make these lists available on tape. Blind borrowers are served directly by local libraries which have cassette collections, or are referred to MVLA. Referrals are also made to the New York State Library for the Blind and Visually Handicapped.

"Establishing Reading/Taping Programs for Blind Readers" was the topic of a 1983 Outreach workshop for library directors. Since then, both member librarians and the MVLA outreach coordinator have received an increasing number of requests for services and information from blind people or parents or teachers of blind children.

A Kurzweil Reading Machine (KRM) is located at the Schenectady County Public Library, where there are two reference librarians trained to teach its use. It does not receive significant use; readers have reported frustrations because it is unsatisfactory for reading the formats they wish (graphs, charts, correspondence, etc.) for instance. The Schenectady County Community College has several blind students, and each year new students are made aware that the KRM is available for them to use. Local schools and BOCES staff have also been called in an effort to promote the reading machine.

The MVLA Outreach Advisory Council, from its first meeting, has had a blind council member to act as an advocate for library services to and accessibility for blind readers. In 1983, Ken Von Thaden, the blind council representative, spoke at the workshop on reading/taping services. In 1984, Richard Diefendorf, current blind council member, also represented the unemployed people of the system service area at council meetings.

SERVICES TO INSTITUTIONALIZED PEOPLE

Until 1981 Outreach funds were available, the most consistently served institutionalized people in the MVLA service area were in the county jails. Library service to the 3 county jails, with a total of approximately 180 inmates, is provided with on-site collections of paperback fiction and nonfiction purchased with New York State Institutional Library Service funds and circulated in weekly library sessions by volunteers or jail staff.

In 1985, the Schenectady County Jail will have a new library room and the system outreach coordinator has been selecting discarded Books-by-Mail paperbacks to supplement the collection at that jail. If necessary, some Institutional Library Service funds will be allocated for furnishings for that new library in 1985.

Camp Summit, a New York State Department of Correctional Services facility, has received MVLA library services since 1961. Early deposit collections were replaced by bookmobile service which has, in turn, been supplanted by a Camp library. The Camp library is maintained by Camp staff and receives a large collection of system books every four months. Books are selected for general and new readers who are receiving literacy tutoring. In 1984-85, Correctional Library Service funds totaling $386 will be used to purchase books selected by camp staff based on borrowers' preferences and curriculum and literacy tutoring needs. The MVLA outreach coordinator serves as consultant to the Camp library staff.

"...a record of use... to determine future Camp needs...."

A great deal of the ESL instruction and literacy tutoring in Schoharie County is going on at Camp Summit. Recently an MVLA System 80 learning machine was lent to the Camp for ESL and literacy tutoring. The ma-

chine was acquired with LSCA Title I funds and originally placed at the Cobleskill Public Library. The machine and its slide/record teaching programs will be used at the Camp, and a record of use will be kept to determine future Camp needs for the machine.

County homes and nursing homes have been served for years with rotating book collections from the System and local member libraries. In 1982, renewed offers of collections were made to all skilled nursing facilities in the MVLA service area. Some nursing homes refused books because the staff felt they could not guarantee the return of the books. Today, book collection responsibilities for Schenectady County nursing homes are shared by MVLA and the Schenectady County Public Library. Book collections rotate every six weeks to those homes, but turn over every three to four months at smaller institutions in Fulton, Montgomery, and Schoharie counties.

MVLA films are heavily used by institutions in the four counties. Program planning consultations with institutional staff (both medical and correctional) are a regular responsibility of the MVLA film clerk. Bi-Folkal slide/activity kits are used for programming in the nursing homes. MVLA Bi-Folkal kits are shared with Southern Adirondack Library System and Upper Hudson Library Federation, which lend their kits to MVLA borrowers. Audiovisual group programs continue to be one of the most popular means of serving institutionalized people.

SERVING PHYSICALLY HANDICAPPED PEOPLE

One goal of the System outreach coordinator and the Outreach Advisory Council has been to encourage member librarians and Boards of Trustees to seek every possible means of making library buildings accessible to people in wheelchairs. In 1985, nearly 50 percent of the public libraries in the MVLA service area will be accessible.

Another main concern of the MVLA outreach coordinator has been to recommend to local library directors materials of special interest to physically handicapped people and to parents of physically handicapped children. In addition, special books and visual materials are acquired for the system collection and are made available to member libraries for informational displays on handicapping conditions.

Finally, since 1981, in planning for member librarians' workshops, strong emphasis has been placed on sensitivity training, consciousness raising, and practical skills to improve library services to handicapped people. Today there are handicapped volunteers and employees in system member libraries and handicapped borrowers using the collections. We hope it will be possible to serve many more people in the years ahead.

SERVING THE GEOGRAPHICALLY ISOLATED OR UNDERSERVED

New MVLA Outreach deposit collection sites are deliberately planned for isolated areas. In 1983, the first public school/community library service was initiated at Jefferson High School in southwest Schoharie County. In 1984, another site was established in Wheelerville Union Free School in northwest Fulton County. In 1985, the Gilboa-Conesville Central School in southeast Schoharie County will join the MVLA Outreach Program in a similar experiment to offer school library books and MVLA books to the public one afternoon a week. In each case, the local Board of Education approves the plan, and the school provides the site and the staff or volunteers. MVLA supplements the school library collection with current adult and juvenile fiction and nonfiction in a rotating collection.

The Books-by-Mail program serves people in the four counties who are hindered by distance or other problems from using a local public library. In 1985 a quarterly, commercially produced catalog of regular print books will be mailed to borrowers. The annual large print catalog of 150 titles will continue to be produced by the System Outreach staff. Books discarded from the Books-by-Mail collection are sorted for many different deposit collection sites in isolated areas. In 1984, over 2,000 paperbacks were sorted for such distribution.

SERVING EDUCATIONALLY DISADVANTAGED PEOPLE

Currently MVLA Outreach funds are also used to buy high interest/low vocabulary books to lend to member libraries and selected deposit collection sites. A librarians' workshop is planned for December 1985 on "Selection, Access, and Publicity for High Interest/Low Vocabulary Books." The workshop will include training in the Fry Readability formula. Future outreach activities will include advising librarians on how to plan and promote services for educationally disadvantaged adults.

Two MVLA Outreach deposit collections are regularly changed at the Latimer Education Program-Carver Community Center, and at the Hamilton Hill Drop-In Arts and Crafts Center. Both sites are in a low-income area of Schenectady. Many easy to read books and books of ethnic interest are in each collection.

To serve people who cannot read at all, the MVLA outreach coordinator and the directors and staff at the Johnstown and Gloversville libraries have planned a countywide (Fulton County) literacy tutorial project for 1985. It will commence with a 1985 MVLA LSCA Title I grant of $14,600. A local board will set policy and make plans to continue the program with local funds.

"...encourage local financial support for the coordinator of tutorial services."

In 1986 the outreach coordinator will consult with library directors in Montgomery and Schoharie counties to plan for literacy programs in those counties. The experiences of Literacy Volunteers of America of Schenectady County have been most helpful in guiding plans for Fulton County. In all system literacy planning the intent is to encourage local financial support for the coordination of tutorial services.

SERVING UNEMPLOYED PEOPLE IN NEED OF JOB PLACEMENT ASSISTANCE

For over 10 years, the MVLA Adult Independent Learner/Education and Job Information Center (EJIC) at the Schenectady County Public Library has served adults in need of job placement assistance. This LSCA Title I-sponsored program now has established Education and Job Information Centers at two other member libraries, and satellite EJIC collections at five member libraries. More than 5,000 people used this system service in 1984.

The MVLA Outreach coordinator serves as grant advisor to the EJIC project coordinator. The English-as-a-Second-Language and Literacy projects were planned taking into account the presence of EJIC's in member libraries. When appropriate, library users are referred from a tutorial program to the EJIC service.

Plans for the future are to issue a special Books-by-Mail list of books on job-related topics. The list will be prepared with the advice of the System EJIC coordinator. The list will be supplied to MVLA libraries and sent to Books-by-Mail borrowers. Multiple copies will be placed at appropriate community and agency locations.

SERVING MEMBERS OF ETHNIC OR MINORITY GROUPS

From 1981 to the present the MVLA outreach coordinator has steadily increased the number of books of ethnic interest in the system collection. Materials were especially needed for Black and Hispanic readers at two deposit collection sites and four correctional institutions. Juvenile and adult titles with ethnic themes are in constant circulation at these sites.

Many senior citizens served by the MVLA Outreach program have a strong interest in their ethnic heritage. Books on East and West European countries, customs, and the immigrant experience are regularly purchased to lend to senior centers and nursing homes. Requests for foreign language materials are filled from the holdings at the Schenectady County Public Library, which is sponsoring an Ethnic Heritage program throughout 1984.

New members of minority groups in the service area sometimes need help to learn English. English-as-a-Second-Language books, textbooks, cassettes, and cassette players, as well as the System 80 learning machines and slide/record kits are available at the Amsterdam, Johnstown, and Schenectady County Public libraries and at Camp Summit, Summit, NY. These ESL materials were placed in central locations in each county for foreign speaking residents to borrow. The materials are also available to literacy tutors and students.

SUMMARY

Rather than use all Outreach Grant resources to serve one or two of its constituencies, the Mohawk Valley Library Association Outreach program attempts to place basic public library resources, books, or recorded books in the hands of the largest possible number of people with special needs. MVLA provides some services directly, and others with the cooperation of the public libraries in Fulton, Montgomery, Schenectady, and Schoharie counties. Extension of services to new groups in rural areas can succeed only where such interlibrary cooperation is strong.

THE CHALLENGE OF OUTREACH

By Charles J. Decker, Outreach Services Librarian, Four County Library System, Binghamton, NY

The Revised Plan of Service for the Coordinated Outreach Services Program, with an increase in funding based on the total population served, places a tremendous responsibility on the Four County Library System and its outreach services librarian. In looking at the sheer numbers of people in the eight categories designated to be served, the feeling of inadequacy is almost overwhelming.

The populations to be served are as follows:

Blind	2,457
Physically handicapped	52,783
Aged	55,434
Institutionalized	9,193
Educationally disadvantaged	34,140
Ethnic and minority groups	2,379
Unemployed	8,505
Underserved by a library	134,482

If these figures were to be totaled, the sum would be only about 68,500 less than the populations of the four counties in the System – Broome, Chenango, Delaware and Otsego – which, when combined, amount to 368,891 persons. Of course, there is much overlap. Physically handicapped people may be found in each of the other categories, and the aged may be found in all other categories except the unemployed.

How does one fulfill the mandate of Commissioner's Regulation 90.3j when the number of people is so great? With the funds and resources which we have at the Four County Library System, not nearly all of the people can be served by an outreach program. We must serve the greatest number possible, in the most economical way, with the resources and funds available.

The main thrust of outreach at Four County has always been through the Bookmobile, although various groups have also been served by other departments of the system and by member libraries.

BOOKMOBILE SERVICE

As I have been bookmobile librarian for 15 of the 21 years of this service, I am most familiar with this aspect of outreach. Bookmobile service is expensive, but the Four County area is extensive with the fourth largest area of any public library system in the State. It ranks fourteenth in population. Except for Binghamton and the western end of Broome County, the territory is rather sparsely populated and mostly rural. A great amount of travel is necessary to cover the area. For the first nine years of Bookmobile service, each of the counties was served twice a month. With rising costs, this was cut to once a month, except in Broome County where runs are short and near to system headquarters. Broome County also contributes twice as much money toward Bookmobile service as each of the other three. This financial contribution will be a total of $65,060 in 1985, about half the annual cost of operation. Bookmobile patrons in the communities served have made certain that their County Boards have included funding in their yearly budgets.

"The Bookmobile serves people of all ages and conditions...."

The Bookmobile serves people of all ages and conditions except the completely blind. Fiction and nonfiction books for preschoolers through octogenarians provide information and reading pleasure. A large number of borrowers are senior citizens. Large Print books are in increasing demand by them, thus becoming a substantial percentage of the total circulation.

Many senior citizens who use the Bookmobile are feeble or partially handicapped, but with three people working on the vehicle on many runs, they know that they can have assistance to get in and out and often to have books carried from and to their cars.

Many physically or visually handicapped people are never seen by the Bookmobile staff who make selections and check out books to family members or friends who then deliver them to the homebound.

A recent attempt to serve the elderly and handicapped is the establishment of a stop at the Elizabeth Church Manor nursing home, where bags of books are carried into the lobby. There, residents with walkers or in wheelchairs can select their reading materials without leaving the building in inclement weather or trying to deal with steps. This type of service, especially the chance to meet and visit with someone from "outside," is much appreciated. Unfortunately, the lack of time and personnel prevent the expansion of this service at present. In addi-

tion, many books are left once a month for the book cart, in lieu of a regular collection from interlibrary loan. These are distributed to the roombound.

Correctional facility inmates are also served by the Bookmobile. At Camp Pharsalia, a minimum security State facility, the men come out to the vehicle to make their own selections and place reserves. The highest percentage of nonfiction books of any stop is checked out here. This is partly because of the attraction of illustrations for poor readers, but some of these materials are used in preparation for high school equivalency examination and college credit courses. It is also here that the Spanish Language collection is used almost exclusively, as there are usually from six to eight Spanish-speaking inmates. More of these books will be purchased in 1985, and a bibliography will be prepared for use in interlibrary loan, especially for the Broome County Jail. There are very few current Spanish titles owned by member libraries.

Another correctional facility, the Otsego County Jail, receives a deposit collection of 75 books each month, selected by the staff and delivered by the Bookmobile. Circulation is done internally.

The annual Jail Grant from the State Education Department provides money for the purchase of books and periodicals for the four county correctional facilities within the system. The 1984 grant of a little over $900, much lower than previous years, required the severe cutting back of purchases. The greatly increased 1985 grant will allow the reinstatement of many magazines and newspapers. The first purchase each year has been a copy of Gilbert's Criminal Law for each facility. Selections are made in consultation with staff members from the facilities.

Books of the Four County Job and Citizens' Information Center collection, funded by an LSCA grant, are also carried on the Bookmobile. There are similar collections at the Vestal, Norwich, Cooperstown, and Oneonta public libraries. This collection is most heavily used by resident inmates at Camp Pharsalia and by women entering the job market, either for the first time or after having taken time out to raise a family. This collection will be expanded in 1985 with additional grant money.

Many of the small communities near cities like Binghamton or Norwich are bedroom towns, with many of the residents going away from their homes to work in the city during the day. Some of the more isolated ones do not have even a store, gas station, or post office. A church may be the only surviving reminder of a once self-sufficient community. Population changes may convert a very successful bookmobile stop to a mediocre or poor one. Sometimes, letters to each of the registered borrowers can have the effect of revitalizing circulation. At other times, this has no effect, and a stop must be discontinued, always with a great deal of regret, because the people who do take advantage of the service consider it a very personal thing. Schedules are then reworked and new stops tried, some with success and some without, in an attempt to serve the people in isolated areas.

The retarded and emotionally disturbed are served in some communities. At the Mt. Vision BOCES school, about a dozen retarded children select books from the Bookmobile with the help of their teachers. In appreciation we sometimes receive small gifts made by the children and are invited to special events which coincide with our stop there. Again, personal involvement is very important.

"...loan collections of books... for use by the emotionally disturbed students...."

Apart from the Bookmobile, I was able in 1984 to negotiate loan collections of books from the Guernsey Memorial Library in Norwich and the Sidney Public Library for use by the emotionally disturbed students in the BOCES classes in Norwich and Trout Creek. Also some donated books and magazines were acquired to help these schools establish core libraries of their own.

LARGE PRINT COLLECTIONS

The elderly and institutionalized are served by Large Print collections placed in loan collections in member libraries and in nursing homes. This service is handled by Interlibrary Loan as it has been for years but is being expanded to more sites. As the result of visits to these facilities, the need for more volumes and a shorter loan period was determined. Now each facility receives from 30 to 50 Large Print titles for a three-month period rather than four months. This has helped ease, but has not completely eliminated, the problem of fast readers who exhaust the supply of books before the next delivery. Member libraries are also limited in the number of Large Print books which they may select so that the supply will not be depleted. As many as possible of the preferred, flexible-cover volumes are purchased.

A new type of media product, the Bi-Fokal Kit, is much in demand to supply programming needs for the institutionalized. Four County now owns six kits which are used mostly by nursing homes. They contain slides, cassettes, song books, skits, and props to be used in setting up theme programs.

TALKING BOOK PROGRAM

The Four County Library System is a Regional Repository for the Talking Book program. This service is reaching more of the blind and physically handicapped population each year. There has been some difficulty in keeping up the flow of records and cassettes and also in keeping the record and cassette players in repair. Thanks to the volunteer efforts of the Telephone Pioneers of America, such repairs are now being made locally, enabling us to keep up with the demand most of the time. Most of the machines and records are sent or returned by mail, but some are handled directly at system headquarters. This service is very time consuming in preparing materials to go out, receiving and checking returned materials, and in making and receiving telephone calls. This is another area where personal contact is especially effective but often not possible. Cooperation with the Blind Work Association is maintained in serving the visually handicapped, and space in their building is used by the Telephone Pioneers for repairing Talking Book machines.

The Kurzweil Reading Machine owned by Four County was slow in being accepted and put to use at its first home at the Binghamton Public Library. Now located in a special center for the blind and handicapped in the library at Broome Community College, it is being well used. There, with other special equipment for students and the general public, it received from 800 to 1,000 hours of use in 1984.

"Accessibility of member libraries is a concern of outreach."

Accessibility of member libraries is a concern of outreach. A survey in 1980 revealed that few of the libraries were completely accessible. In cooperation with the Southern Tier Independence Center in Binghamton, a new survey with a more detailed questionnaire will be sent to all member libraries. The Center will be surveying about 5,000 places in Broome County, the libraries to be done by Four County. To insure uniformity, the same form will be used in the other three counties also. A preview by librarians from some of the smaller libraries indicated that, rather than being a threat, the survey would be helpful in making them aware of needed changes in the event of remodeling or new construction.

OUTREACH IN MEMBER LIBRARIES

Although the Four County Library System does not have programs to cover all phases of outreach, some of them are capably handled by member libraries. Your Home Public Library in Johnson City has an English-as-a-Second Language program with LSCA funding. Rosalind Kaplan of Four County has assisted with this project and has prepared a bibliography.

"A bibliography on the handicapped...has been distributed...."

A bibliography on the handicapped, prepared by the outreach services librarian, has been distributed to member libraries and to nursing homes. It recently led a college student to Four County to borrow books on the rights of the handicapped, urgently needed for a paper she was completing. The books were not available from any other source.

Many parts of the outreach program have been ongoing for many years, as is true in other library systems. Many of our programs have been successful and emphasis has varied. As the program becomes more centered and as funds and the resources of personnel and time allow, expanded current services and new services will be developed. The pleasure of a lonely blind lady for whom you install a new needle on her Talking Book machine or the delight of a retarded child finding just the right book makes the work involved very rewarding.

OUTREACH: TOTAL INVOLVEMENT IN SERVICE TO PEOPLE

By Emily H. McCarty, Librarian for the Physically Impaired, Queens Borough Public Library, Jamaica, NY

Outreach: "to reach beyond" – this definition from Random House Dictionary expresses succinctly the concept of library services to the community in Queens. "To reach beyond" – our goal is a total involvement with all facets of the various components that make up the presently targeted populations in the Coordinated Outreach Service Program legislated by the State of New York.

SERVICES FOR BLIND AND VISUALLY IMPAIRED

In 1980 Queens Borough Public Library emphasized the special needs of blind and visually impaired patrons with the installation of a Kurzweil Reading Machine. The use of this computerized aid has increased steadily, including use not only by the blind and visually impaired patrons but also by learning disabled students whose progress is reinforced by listening to a text and following an identical text visually. The machine itself has been updated twice, resulting in improved speech recognition and a simplified keyboard. Individuals who have had strokes also benefit from the multi-sensory approach of hearing and seeing the same reading material simultaneously.

"Our Advisory Council... suggesting adjunct services...."

Since 1982 the library has had a liaison with other organizations and agencies working with the blind. We now have a comprehensive referral center where services for all disabilities are offered and applications supplied as needed. Our Advisory Council has been exemplary in suggesting adjunct services as well. One example is library school student interns from St. John's University working in the Mayor's Office for the Handicapped and supervised by the Queens Borough Public Library staff.

The library acquired a Perkins Brailler used to take notes from the Kurzweil. A volunteer reader service was established to fill the gaps left by other agencies. Students needing quick reference service avail themselves of volunteer readers who tape materials on regular cassettes. Currently we have nine readers "on call."

For those with partial vision, large print titles are available. This collection is also accessible through Mail-a-Book, a postage-free delivery of books for homebound users. A bibliography of our recent Large Print acquisitions is distributed to readers who find regular print difficult to see.

Other pieces of equipment such as magnifyers (lighted, full-page, and hand-held) and the Viewscan are available as a regular part of our library service. The Viewscan is a device which magnifies print up to three inches. Training for all equipment is free and by appointment.

Vision Aids Showcases have been held in many branch libraries in order to demonstrate these aids to library patrons who are reluctant to travel. For persons who have recently lost their vision, travel is traumatic. It is a little easier for patrons to come to the branch library which is familiar to them. Attendance at these programs has tapped a source that has been surprisingly responsive and many referrals have resulted.

"...recently lost their vision, travel is traumatic."

The Central building and 23 branches are completely accessible for patrons with a mobility loss, and 14 are accessible except for restrooms; 2 more are in the process of being made totally accessible. All in all, these specialized services to a special population group – the disabled – are accompanied by a determination to serve the individual, not the disability, and to develop sources that can change that individual's life-style. A brochure listing our accessible buildings is readily available for all patrons. Stickers advertising accessibility are displayed at all fully accessible branches.

"Meetings... with seniors to ask... library services they wished...."

Another group of patrons with special needs includes the ever-increasing number of older adults. In Queens County, one in five adults is over 60 years old. Meetings were held in the fall of 1983 with seniors to ask what library services they wished the library to provide in addition to those already in operation. The summary of their responses indicated that weekends are times of isolation. Film programs are a part of our service with other program possibilities being explored.

SERVICES FOR THE DEAF AND HEARING-IMPAIRED

In the area of deafness, Queens Borough Public Library has a TTY (teletypewriter) for the use of deaf or hearing-impaired patrons to contact the library for information and assistance. To identify individuals with a potential hearing loss, an annual hearing screening is held.

Sign language interpreters are provided at all programs by request, including the Advisory Council meetings.

Sign language classes originally held for staff members only have been expanded to include members of the public and of various organizations including the Queens Council on Social Welfare. Sensitivity programs also have been held for branch managers, department heads, and outside groups such as the Commission for the Blind and the local police precinct.

The division head of Library Services for the Physically Impaired uses sign as an efficient means of communicating information needs and is able to offer assistance when needed for deaf and nonverbal patrons.

"...Mail-a-Book... has seen a steady growth in circulation."

For those who are institutionalized or homebound, the Mail-a-Book program has existed since 1975 and has seen a steady growth in circulation. At present, more items are circulated from it in a single month than are circulated in the smaller branches. Although the majority of these readers are elderly homebound, all ages are represented.

Visits have been made both to the Queens House of Detention and Queensboro Correctional Facility to ascertain what special needs exist in both institutions. Conferences with the librarians there developed the possibility of a specialized paperback collection and an extension of the Mail-a-Book program.

NEW AMERICANS PROJECT

We already have in place two projects which assist the newly targeted populations. For the ethnic groups in Queens, our New Americans project has been serving immigrants since 1977. The New Americans Project has six components – community outreach, programs and performances, foreign language Mail-a-Book, collection development, English-as-a-Second-Language classes, and information and referral. We assist in purchasing foreign language titles for their Mail-a-Book program and conduct hearing screenings for the students. Some students' difficulty in learning English was found to be primarily a difficulty in hearing.

ADULT LEARNING CENTER

The other project is the Adult Learning Center comprised of the Adult Independent Learner/Job Information Center and Literacy Volunteers. The AIL/JIC project has also expanded beyond providing community information to include annual one-to-one advisement of persons in areas of education, jobs, and careers; development and leadership of related workshops throughout the Borough; memberships in networks of over 50 agencies citywide; and development of a resource center of over 2,000 items. The Literacy Volunteers project has expanded to include 125 one-to-one tutoring pairs.

It is easy to see that Queens Borough Public Library serves a variety of community needs in a nontraditional fashion.

Our success is measured in letters of gratitude and an ever-increasing number of library patrons requesting service. Linking with the community has given outreach real meaning – it is not merely a dictionary definition on the page but outreach as a living testimony where it is needed most.

THE DEVELOPMENT OF OUTREACH SERVICES IN THE NORTH COUNTRY

By Paul Hutchins, Outreach Coordinator, North Country Library System, Watertown, NY

Outreach service, like any library service directed toward a special population, requires extra effort. It is usually not possible to fully incorporate the procedures used to administer these services directly with existing procedures. This means that either extra personnel are required or existing personnel must be given additional duties. While it is true that "there is no such thing as a free lunch," there are alternatives to hiring or overburdening employees already on the staff of an organization. These alternative methods and their relationship to the development and maintenance of Outreach Services in the North Country are the subject of this article.

When initially planning services to special populations, there were several steps which we followed which saved time and money when the programs were implemented. They were:

1. Determining need
2. Determining support
3. Setting priorities
4. Developing resources
5. Evaluating existing policies and procedures
6. Setting procedures and policies
7. Knowing the supporting laws and regulations

NEED

A program of library service cannot succeed for long if it has not been determined that it is necessary by contacting the community. All the good intentions in the world cannot save even the most ambitious undertaking if the people towards which the programs are targeted feel they can "take it or leave it." The needs of a specific group cannot be determined without the input of that group. A librarian can say almost without fear of contradiction that the elderly need large print. This truth is supported by use of statistics generated through existing circulation records. However, it may be that what they need is an employment guide for persons over 65, and the only reason they are reading is because they don't have anything else to do. It is imperative that special populations be contacted for input during the development stage of anticipated services. This was accomplished in the North Country by use of surveys and meetings with institutions and organizations which already had the interests of the chosen population in mind.

SUPPORT

No library organization has enough personnel to do everything it sees the need to do and the funds to back those programs, and it is highly unlikely any large service program will succeed without community support. This support in large will come from other existing service organizations but can also be developed in the form of specially recruited individual volunteers. Just two examples of the former are the Council on the Aging and a North Country group called Citizen's United to Remove Barriers (CURB). An example of the latter might be Literacy Volunteers. It must be remembered that these organizations are not over endowed with people and money themselves and in many cases are enthusiastic when presented with the possibility of cooperative programming. In developing services at the system level, the cooperation of one type of organization is imperative – the local public library. Libraries are the good will ambassadors for outreach services. Not only can they be an excellent publicity resource, but they can save money and time by acting as a drop-off point when serving local organizations, thereby reducing delivery costs.

PRIORITIES

Choosing services to offer or support is one of the more soul searching decisions a librarian has to make. After reading what the law says must be done (more on this later) and determining what is needed, the hard work begins. The acquisition maxim that "by buying one title you are not buying something else" applies to services also. The maximum good for the most people might not necessarily be the right response in every case. Duplication of services can be avoided by asking: Is there some other organization that is already offering something similar? Or, is there an organization better suited to offer the service? The ability to continue the support of the service is also a prime consideration. Nothing is more harmful to public relations than developing a much needed service that must be cancelled at a later date. It tends to make people not want to participate in future programs for fear of disappointment. A delicate balance must also be maintained between "Hot" and "Cold" programs. "Hot" is defined as labor intensive programs requiring not only planning and development time, but ac-

tual programming time and a location to gather the audience. Examples are "book talks" or "benefits seminars" for senior citizens. "Cold" programming is providing pamphlets explaining existing services or bibliographies of topical materials. The most successful program will be an appropriate combination of the two. For special library services a "tie-in" presentation is often the most cost-effective means of programming. For example, knowing that a local organization is presenting a program on "Organizing Volunteer Groups for Service to the Community's Elderly," is the prime impetus for an outreach coordinator to elbow his or her way into a 15 minute "piggyback" presentation at the end of the program, complete with a bibliography of "Volunteers and Community Organizations." While this should not be the mainstay of outreach operations, we have found it to be an inexpensive way of plying the trade, which should not be overlooked when planning services and setting priorities.

"...a 'tie-in' presentation is often the most cost-effective..."

RESOURCES

There is nothing more egotistical or less possible than a library or librarian trying to be the ultimate source for information. If it was possible to do so, libraries might not have a single book or resource in them. They would be only a referral desk in a closet in city hall, or, conversely, libraries in even the smallest communities might be several acres large and have "everything you ever wanted to know about anything." A compromise between the two worlds is one in which the outreach coordinator seeks out existing resources, develops the means of accessing them, and supplements them by filling any obvious voids. Collection development can also happen by supporting the existing programs of other institutions through the purchase of materials relevant to their programs. An example might be purchasing materials to support a local employment training project. The only caution to be considered is that materials purchased should be of use after the particular program ends.

EVALUATING OLD PROCEDURES

Exceptions to the rule cost money. Developing written policies and procedures is time consuming and not very exciting or very rewarding work, on the surface. The truth of the matter is that developing a written record of how to do a specific task is the most important step that can be taken when attempting to integrate new programs into an existing operation. With a written record to examine, the operation often can be streamlined. Creating this record also simplifies the process to make changes in procedure. It also helps to find time-consuming "exceptions" to the rule. If you find a place in your procedure manual which says something like, "If the charge card is blue and for a large print book which was sent to an Outreach institution..." you can be almost certain there is something you can do to achieve simplification. For example, at the North Country Library System we found that the circulation, overdue, and recovery process was simplified enormously by simply treating the Outreach department and its materials as if the department was a member library. By changing nothing but our point of view, we saved several pages of exceptions to our circulation policy. This saved in processing time, training time, and perhaps most importantly, errors.

DEVELOPING NEW PROCEDURES

"...'we make every effort to mold our services to your needs.'"

As stated above, when setting policies and procedures, it is important to know existing methods. However, there is one inherent danger in this which is, not being flexible enough to accommodate the special populations you serve. In the North Country we have identified over 200 institutions spread over 6,000 square miles. The institutions range from a 4-bed senior citizen residence in a remote mountain community, to a 500-population prison. It would be unreasonable to set policies that would favor either group at the expense of the other. Fortunately, we have found that patrons have tended to segregate themselves by type of material so that a policy on large print books has been sufficient to maintain inter-

nal control. Whenever we speak to groups, we say "Don't assume we can't do something; we make every effort to mold our services to your needs." We have found if someone's needs are greater than, or outside, our service pattern, a suitable compromise can usually be made. We always explain why we cannot do something, because we feel "it's against library policy" is a cold and insufficient response.

LAWS AND REGULATIONS

We have found that if you can willingly suspend personal dislike for the inclusion or exclusion of sections of the laws and regulations, they are a very specific yet flexible tool for developing programs and services. An organization that includes the statement, "Our Outreach program is designed to identify, contact and serve persons who are educationally disadvantaged..." will already have made its service pattern easier to develop. That statement comes almost verbatim from section 90.3.j.i of the Commissioner's Regulations. It is very important to keep these laws and regulations in mind when developing services, not only because you must or because they are good general guidelines, but because using them as guidelines will make it possible to develop "standards for Outreach Services" on a statewide scale. If all participating agencies have used the laws and regulations to develop services in this way, this step will be relatively simple and painless. The outreach coordinators of this State have already voluntarily taken the first step towards this process by surveying existing programs and meeting to discuss and develop service standards.

In conclusion, the North Country Library System Outreach Program has concentrated its efforts not exclusively on the development of new services, but also on developing efficient provision of existing programs. Our program is looking forward to the new challenges put to it by the State Legislature through its new library legislation and expects to continue using the aforementioned system when planning for the implementation of special programs for the people of its service area.

CENSORSHIP EXHIBITION TO TOUR LIBRARIES

The American Library Association's (ALA) Office for Intellectual Freedom has received a $123,000 grant from the National Endowment for the Humanities to organize a national tour of "Censorship and Libraries," a part of The New York Public Library's highly acclaimed 1984 censorship exhibition. The display will travel to approximately 16 host libraries in cities throughout the United States during a 2½-year period beginning in the spring of 1985.

Through the use of graphic panels, books and audiovisual materials, the exhibition focuses on key censorship problems in American libraries during the past two decades. The show features information and images concerning censorship in school, university, and public libraries and examines both internal and external restrictions on access to books and materials.

The tour has been conceived as a means to build popular understanding of the nature and importance of intellectual freedom. Local host libraries will work with the Office for Intellectual Freedom to develop special programs for school and community audiences. A brochure that will be available for distribution without charge to the visitors at each site is specially designed to enable the library to incorporate locally produced information on programming and intellectual freedom issues. Various program formats will encourage community members to participate in discussions, examine issues, and learn more about the realities and threats of censorship in our society.

The exhibition highlights the library's unique role as the only public institution where information and materials covering all points of view on all questions and issues are made freely available to anyone who desires or requires them. Further information about "Censorship and Libraries" can be obtained from the ALA Office for Intellectual Freedom, 50 E. Huron St., Chicago, IL 60611.

EQUILIBRATING GEMEINSCHAFT AND GESELLSCHAFT: THE STOREFRONT LIBRARY AND ITS TRANSITION FUNCTION; A MODEL*

By Benjamin Pacheco, Trustee, Brooklyn Public Library, and Associate Professor of Sociology, Kingsborough Community College, Brooklyn

THE PROBLEM

When public libraries in urban centers face difficult financial problems, their potential loss threatens all segments of the community. Because the disadvantaged do not have the skills and orientation that middle class users have acquired, their libraries are underutilized, and therefore, paradoxicly, it is the inner city disadvantaged who are most affected by library closings. This paper examines the sociocultural factors that prevent large numbers of the disadvantaged economic class from active participation in the services offered by libraries. It prescribes a transitional model that utilizes the phenomena of both community and bureaucracy.

My analysis of the effect on the community of the client-centered library bureaucracy is approached in sociocultural theoretical terms. However, ethnographic field work conducted by my students and illustrative materials from the writings of other scholars provide qualitative data that support my generalizations.

"The traditional urban living is... impersonal..."

The traditional urban library is a large, impersonal, formal organization. It follows very closely Max Weber's description of the bureaucratic model in which rules and hierarchical ranking are used to achieve efficiency. While a bureaucratic organization has many positive consequences for its employees and clients, it also has negative effects. Max Weber wrote that in a bureaucracy, work is carried out "sine ira et studio," "without hatred or passion." Bureaucratic norms dictate that officials perform their duties without the personal consideration of people as individuals. This is intended to guarantee equal treatment for each person. However, it also contributes to the seeming rigidity and disinterest associated with modern organizations.

THEORETICAL PERSPECTIVES

The client-centered bureaucracy's method of selecting clients reinforces the class system. Bureaucracies are under pressure to define their goals so that efficiency of their programs can be measured. However, unlike corporate systems, client-centered bureaucracies experience great difficulties in specifying their goals and evaluating their efficiency. They meet the demands placed upon them through the use of simplified operational definitions. (Libraries, for example, do not judge their effectiveness in terms of producing good readers or scholars based on their clients' acquisition of knowledge.) The quantification of users in fact is the basic factor, at least in my experience, in the closing and retaining of agencies. This operational criterion reflects the orientation of trustees and other persons in authority within the bureaucracy and the large society. It becomes the basis for the selection of which agencies to close and which to retain. Those components and instrumentalities of the client-centered bureaucracy which successfully attract the desirable number of clients will tend to receive more support and rewards. An increase in funds, hours, and expanded activities may follow. Thus, client-centered buraucracies find it advantageous to avoid clients of the low socioeconomic stratum "who are likely to handicap the organization in the attainment of its goals." (Sjoberg p. 392)

Merton and Presthus have examined the difficulty of the bureaucrats taking the role of the lower-class others. Bureaucratic structures socialize their members, that is, establish such expectations for them that frequently they are incapable of understanding the cultural world view of the lower-class client. The bureaucrat tends to judge the client based on his/her own expectations. The norms of the system are perceived as invariant. Therefore, agencies, books, and services are available to low socioeconomic groups in their neighborhoods only on

*Copyright c1984 by Benjamin Pacheo.

the condition that these clients act properly and avail themselves of these services. Regular reporting is focused on the condition of the book collection. It is unusual to find bureaucrats – with their middle or upper-class value orientation and beliefs – who step outside of their formalized roles and seek to understand the role of the client through learning about the latter's beliefs and value system. Were this process to take place, bureaucrats might question some of the organizational thinking that goes into the operation of the system of which they are a part. Presently, bureaucrats who "overidentify" are considered deviant. In this instance the concept of deviancy is used in its sociological application: individuals are perceived by others as violating norms.

"People feel uncomfortable with the formal methods...."

The perception of the bureaucracy with respect to the lower class is as important as the latter's orientation toward the bureaucracy. "The size, the impersonality, concentrated power and inflexibility of these large organizations makes them seem to local residents hardly amenable to their influence." (Brager p. 647) The concepts of gemeinschaft and gesellschaft (Tonnies), that is, community versus bureaucracy, are useful in understanding the extent to which client-oriented services affect and are affected by the neighborhood infrastructure of values, beliefs, and norms and the bureaucratic exo-structure. In the gemeinschaft community, as an ideal type, people have similar backgrounds and life experiences. In interacting with people, one does not relate to them as "clerk" or "manager," but rather in a more personal fashion. People feel uncomfortable with the formal methods of doing business in organizations.

Brager indicates that lower income groups tend to view life pessimistically, with less hope of deliverance, and, as a consequence, they tend to retreat from struggle. Sjoberg suggests that members of the lower class encounter serious difficulties when they attempt to understand or to cope with the normative order or bureaucratic systems. Lower-class individuals lack knowledge of the rules of the game. Middle-class persons generally learn how to manipulate bureaucratic rules to their advantage in obtaining services in a more or less routinely efficient and gesellschaft manner. If the routine bureaucratic response is not forthcoming, there are alternative choices. The citizen may call again and seek action at a higher level within or without the agency or department. Or, the actor may use the information endostructure in the gesellschaft to acquire special "favors" by working through the "private" or "backstage" sector of the bureaucratic organization. While lower- class persons stand in awe of bureaucratic regulations and frequently are unaware that they have a legal and moral claim to certain rights and privileges, more often it is the lack of knowledge of the system's technicalities and backstage regions that is responsible for lower-class persons' inabilities to manipulate a bureaucratic system to their advantage. The feeling of gesellschaft, with which the lower class user may not be conversant, supports the effective use of bureaucracies by the middle class. Gans has found that middle-class persons are better able to relate to others within an impersonal context. Thus, members of the lower class face a greater gulf when they attempt to communicate with middle-class bureaucrats who ideally must administer rules according to impersonal universalistic norms.

Reisman describes a sense of fatalism and powerlessness experienced by individuals in the lower class. Events are accounted for in terms of spiritual forces, chance, luck, and having little or no sense of control over one's destiny. In addition, the divergence between the lower-class client and bureaucratic officialdom in patterns of social interaction simply makes it more difficult for lower-class actors to acquire knowledge of how the system operates. This may be a factor in the creation of reinforcement of fatalism and alienation. "Seeing his chances for improvement as slim produces in the slum-dweller a psychology of listlessness or passivity, and acceptance which...reduces his chances still further." (Harrington p. 121) Such defeatism results in a lack of participation and produces a loss of interest in changing their conditions.

SOCIALIZING FOR GESELLSCHAFT

It is proposed here that ideally the library's exo-structure serves the latent function of socializing the lower classes to adjust to and gain rightful services in American society. And, yet, this very useful, societal, adaptative, unintended service is not always accessible to those that need it most because of the nature of the gemeinschaft/gesellschaft value conflict discussed previously in this paper. Agencies provide opportunities for different types of interpersonal exchanges that can result in the socialization of the low socioeconomic person into the universalistic rules and value perspective of the gesellschaft. Ideally, the norms of the formal organization "dictate that officials perform their duties without the personal consideration of people or individuals." (Schaeffer p. 138) These organizations operate by specified rules which in principle are applied equally to the

universe of users who fulfill specified conditions. Special favors normally do not play a major generalizable role in rendering services to clients. This is intended to guarantee equal treatment for each person. The more contact a person has with an agency and the more frequently he associates with persons who have received services from an agency, the more precisely he can ascertain the nature and type of service available. (Alvarez p. 50) Increasing knowledge of these universalistic standards facilitates participation in other social institutions and decreases dependency on personal relationships with any sort of political or economic patron. Organizations, then, cultivate and educate constituencies which call upon them for assistance. Knowing how to relate to an agency is a learned skill which is transferable to relationships with organizations in general. This knowledge may also be transmitted by clients to members of primary groups and their communities. Knowledge of workers' own rights seems to affect the degree of participation in and access to organizations that, directly or indirectly, can help enforce those rights. The psychological predisposition to learn about and operate under the guidance of universalistic norms requires that the individual be attracted to the gesellschaft. Solutions to problems of existence experienced by clients inadequately socialized in a modern, highly organized, rule-oriented society frequently depend upon attachment to political or economic favors. This very attachment becomes dysfunctional in a gesellschaft society where the capacity for self-reliance is highly valued and rewarded. One sees a dichotomy in that dependence on one's friends or individuals in the community with superordinate statuses makes the individual's life tolerable. The individual's perception of the bureaucracy as impersonal, and thus undesirable, cold, and uncaring, on the other hand, prevents the individual from being exposed to organizations that can provide a frame of reference for learning how to acquire services *suo jure*, in his/her own right. In the sense that agencies help clients to acquire generalized knowledge and normative perspectives by which they can help themselves, agency personnel become "leaders" and "teachers" in the best sense. Gottfield suggests that it is through agency officials that clients learn and use universalistic values that allow for successful survival in cities. A rational sense of loyalty can develop between the client and the agency official since the latter can always be credited with having exposed the person to the catalytic ideas that led the person on the road to the incorporation of self-reliance and self-sufficiency as personal values. The personalism existing in gemeinschaft may not lead to this type of fulfillment. Moreover, dependence on the local community political or economic boss, another dysfunction of the gemeinschaft, most frequently leads to dependency. Rogler points out that political bosses lose their capacity to hold their constituencies when they lose the economic

"...the gesellschaft official... provides perspectives and ideas...."

base from which to reward their dependent legions. The modern leader, the gesellschaft official, on the other hand, provides perspectives and ideas whereby constituents can independently seek their own betterment, either to make successful claims for services universalistically available to all, or to organize themselves for the purpose of creating the rules under which they would qualify. When this happens, constituents are not in any kind of personal bondage to a leader, and in this sense, offering attractive transitions, from gemeinschaft to gesellschaft, would make bureaucratic officials unsung heroes, teaching, through their latent functions, positive survival skills to members of the low-socioeconomic classes.

PHILOSOPHICAL UNDERPINNINGS

The public library system, with its goals of educating, assisting, and changing people, had its origins in the last century. According to Banfield, the purpose of these first libraries was to facilitate the assimilation of European immigrants to the urban middle-class, American style of life. Chandler states that giving the common man facilities for self-education so that he could use his role wisely was the basic concern for the establishment of public libraries. The reader may wish to consider that other points of view existed, in tandem, that contradicted and clashed with these ideals. Feagin, La Gumina, and Cavaioli, et.al. write that during the late 19th century and early 20th century, many, including socially influential people and social scientists, held the view that European immigrants had low intelligence, were criminals, and could never assimilate.

"The responsibility of the library... modify individual behavior...."

In a democratic society the library plays a vital role in providing the means of self-education for its citizens. Lipsman states that the public library has in the past played an essential role as a vehicle for social and economic mobility as well as for intellectual development. Public libraries today face the difficult problem of filling this role for groups of disadvantaged persons. Lipsman describes one traditional view, the perception of the function of the library as a resource and repository of information. From this perspective, libraries are concerned primarily with the flow of that information, with materials rather than people. Needs of clients are met by making accessible appropriate materials, but the library does not assume responsibility for attracting users or for inducing changes in the pattern or scope of use. Mary Lee Bundy discusses a broader philosophical perspective which portrays inner-city libraries as advocates of a role for social justice and reform. Bundy sees the public library as actively, energetically, and physically seeking out and involving the groups they wish to reach. The responsibility of the library goes beyond supplying information and into the realm of seeking to modify individual behavior and attitudes. This writer, in this paper, analyzes the manifest and latent function of client-centered bureaucracies and concludes with a transitional model that considers both philosophical dimensions from a sociocultural perspective.

HISTORICAL PERSPECTIVES

The underpinnings for the model, a gemeinschaft storefront library, can be traced back to the Roman forum, where activities such as the buying and selling of books, information meetings, public discussions, and formal oratory occurred in a gemeinschaft or community atmosphere. In 1918, Henry E. Jackson wrote about organizing community centers to "broaden the basis of unity among men, to multiply their points of contact, to consider those interests which all have in common." Community education as a social movement using the school as the parent organization, with a branch of the public library, an art gallery, a music and festival center, motion picture theatre, recreation center, an employment bureau, and public health office – took place in the early part of the 20th century. This community library center, according to Ward, was to be established within the school building. Totten feels that the school "is the only institution commonly owned by the people...it is unbiased and neutral in its relationship to all citizens." In 1886 social service workers established neighborhood settlements, enlisting the cooperation of local people.

With the Economic Opportunity Act of 1964, multi-service centers were established to provide information and referral services to help people use established agencies; and to act as advocate to protect a client's interest and rights with respect to another agency. These centers also focused on the provision of concrete services directly to individuals and families; and organized and mobilized groups for collective action on behalf of neighborhood residents.

In the 1960's, neighborhood library centers were established. Some were housed in traditional library branches but departed from traditional library service in programming, philosophy of service, and materials used. Others added the additional important ingredient of informal quarters. Post states that few community action agencies, public or private, think of libraries as instruments for change.

"...libraries were not visible as information resources...."

A major study on information community centers conducted by Kahn from the Columbia University School of Social Work, states that libraries were not visible as information resources at any point in their work. In at least two instances neighborhood libraries have been started by social workers instead of librarians.

Pings suggests the changing of formal organizations through "intuition" and/or on a crisis basis. Changes in shared norms and values, brought about by continuing education or personnel or the bringing in of change agents and other similar types, is also suggested. Levine describes a development bureaucracy, rather than rational, efficiency-oriented bureaucracy, where the goal is management of change.

THE MODEL: THE STOREFRONT LIBRARY AS LINKAGE

It is proposed that a gemeinschaft-oriented information center be established with the dual manifest goals of:

1. The provision of information services with emphasis on primary group interaction, and community activities. Through the establishment of small, informal, flexible, unorthodox information centers in storefronts, easily accessible to the urban poor, individuals can experience primary group cohesion, and thus be integrated into communities. At this stage, the emphasis is on the utilization of peoples' integrative norms, social networks, and other positive social strengths.

2. The second parallel approach is linked to the gesellschaft, where secondary group relationships are the norm. At this stage, learning or socialization to gesellschaft, to universalistic rules and values, is emphasized through carefully planned trips to the existing gesellschaft branch. This activity is closely coordinated with the formal organizations' personnel and is an extension of a gemeinschaft activity which takes place concurrently in the storefront library. Thus, the gemeinschaft storefront library is used as a transitional, functional stage.

Through this approach both the community and the larger society benefit. The community gains stability through the creation of a sense of cohesion. The unaffiliated may be stimulated to resolve community problems through the integrating function of the gemeinschaft. Since the latter, by design, is unorthodox and undetermined, the nature of the structure is determined by the wishes of the groups that choose to participate. Some groups may wish to get involved only in social or cultural programs, while others may work in such undertakings as a dance or campaign against slum landlords. The heightening of community integration results in decreasing delinquency and lessening of antisocial behavior. When large numbers of low socioeconomic class adults are members of community organizations, they serve as more effective models for potential delinquents. "Such membership is not very common among the lower class." (Bragen p. 36)

"...organized trips...to library, bureaucrats...become... gemeinschaft models."

While the gemeinschaft community-forming process is taking place, linkage is established with the formal organization through careful planning. Before engaging in the concrete transitional stage, members are informed of the nature of these institutions, their positive aspects and their functional necessity, how they work and how they can best be utilized. On visits to the formal organization, personnel explain how individuals have the opportunity to interact in a more face-to-face primary fashion with the bureaucrat. The more organized trips that are taken to the library by the community, the more familiar they become with bureaucrats, who then become positive gemeinschaft models. Trips are linked to assistance that the bureaucracy can provide on an issue of importance to the community.

Theoretically, the process has the following design:

1. Storefront structures are identified based on access, community attraction, and other community formation factors.
2. The agency is a single large room with some screened-off space at the back for office and storage. Movies are shown in one corner, records are listened to in another. The bookshelves, racks and tables are undistinguished.
3. Patrons are received informally. Primary interaction is emphasized. There is time for informal talk with staff; clients help themselves to coffee and browse among the books and magazines.
4. Informal classes and instruction at a basic level, including reading skills, painting, or any activity that interests the groups, are provided.
5. Undergraduates, through the practicum component of some courses, are placed in agencies to do this type of work. College catalogs are very informative in describing such courses. Graduate schools of social work place students in such settings as part of their field work.
6. Neighborhood people are encouraged to sponsor community activities and cultural programs in the storefront setting.
7. In every slum neighborhood there are adults who, in attitudes, strivings, verbal skills, and possession of know-how, are oriented toward the middle class. These volunteers, or indigenous leaders, become useful resources as volunteers, attracting the individuals to the storefront activities.
8. Activities take place as neighbors identify issues of concern such as employment problems, housing, youth needs, social activities.

"Issues...linked to.. gemeinschaft library... and plans are made..."

9. Issues and activities that can be linked to visits to the gemeinschaft library are identified and plans are made with the active participation of both the neighbors and the gemeinschaft staff.
10. As neighborhood integration increases, visits to the formal organization increase.
11. Through informal conversations with actors, perceptions of success of goals are gathered which are utilized for further planning. Planning is considered flexible, tentative, and exploratory.

The model is geared to revising structures in the context of the people we hope to attract, and at the same time hoping to change people to become users of existing structures to their advantage and advancement. This writer has attempted to come to terms with these issues, sources of much controversy and discourse, directly, in an effort to continue analysis, exploration, and action.

REFERENCES

Alvarez, Rodolfo, "Migrant Flows Into an Urban – Industrial Center: Some Key Research Issues" in *Exploratory Fieldwork on Latino Migrants.*

Banfield, Edward C., "Needed: A Public Purpose" in *The Public Library and the City*, R. W. Conant, ed., Cambridge, MA, MIT Press, 1965.

Brager, George, "Organizing the Unaffiliated in a Low-Income Area," *Social Work*, 8:34-40 (April 1963).

Bundy, Mary Lee, "Urban Information and Public Libraries: A Design for Service," *Library Journal*, 97:161-69 (Jan 15, 1972).

Chandler, George, *Libraries in the Modern World*, Oxford, Pergamon Press, 1965. p. 22.

Feagin, Joe R., *Racial and Ethnic Relations*, New Jersey, Prentice Hall, Inc., 1978.

Gans, Herbert, *The Urban Villagers*, New York, The Free Press, a Division of Macmillan Co., 1965.

Gottfried, Alex, "Political Machines," *International Encyclopedia of the Social Sciences.* Vol. 12:248-52, New York, Macmillan and Free Press, 1968.

Harrington, Michael, "Slums, Old and New," *Commentary*, Vol.30, no.2 (August 1960). p. 121.

Jackson, Henry E., *A Community Center, What It Is and How to Organize It, U.S. Bureau of Education Bulletin, 1918*, No. 11, Washington, D.C., Dept. of the Interior, 1918.

Kahn, Alfred J., and others, *Neighborhood Information Centers: A Study and Some Proposals*, New York, Columbia University School of Social Work, 1966.

LaGumina, Salvatore and Frank Cavaioli, *The Ethnic Dimension in American Society*, Boston, Holbrook Press, Inc., 1974.

Levine, Daniel M., "Concepts of Bureaucracy in Urban School Reform," *Phi Delta Kappan*, Feb. 1971. pp. 329-33.

Lipsman, Claire K., *The Disadvantaged and Library Services*, Chicago, American Library Association, 1972.

Merton, Robert K., *Social Theory & Social Structure*, New York, The Free Press, 1968.

Pings, Vern M., "The Library as a Social Agency, Response to Social Change," *College and Research Libraries*, May 1970. pp. 174-84.

Post, Joyce, "Background Reading and Total Community Library Service," in Guy Harrison, ed., *Total Community Library Service*, Chicago, ALA, 1972.

Reissman, Frank, Jerome Cohen, and Arthur Pearl (eds.), *Mental Health of the Poor*, New York, The Free Press, 1964.

Rogler, Lloye, "The Changing Role of a Political Boss in a Puerto Rican Migrant Community," *American Sociological Review*, Vol. 39, no. 1 (February 1974). pp. 57-67.

Schaefer, Richard T., *Sociology*, New York, McGraw Hill, 1983.

Sjoberg, Gideon, Richard A. Bryner and Bufurd Farris, *Bureaucracy and the Lower Class, Sociology and Social Research*, 50, April 1966. pp. 325-27.

Tonnies, Ferdinand, *Community and Society: Gemeinschaft and Gesellschaft*, New York, Harper and Row, 1963.

Totten, W. Fred, "Community Education – Best Hope for Society," *School and Society*, Nov. 1970. pp. 410-13.

Ward, Edward J., *The Social Center*, National Municipal League Series, New York, D. Appelton & Co., 1914.

Weber, Max, *The Theory of Social Organization*, Translated by A. Henderson, T. T. Parsons, New York, Free Press, 1913 – 1922.

A HISTORY OF THE BROOKLYN MUSEUM LIBRARIES

By Deidre E. Lawrence, Principal Librarian, The Brooklyn Museum

On August 7, 1823, with the founding of the first free library in Brooklyn, the idea of The Brooklyn Museum was conceived. Among the original founders were Augustus Graham, Robert Snow, and J. Alden Spooner who were successful in establishing the library for the benefit of Brooklyn's citizens. A constitution was adopted and 30 members paid dues – hence the birth of the Brooklyn Apprentice's Library Association.

Early collecting policies were very informal. The founders literally wheeled carts through the streets of Brooklyn and collected books from their neighbors. By 1824 the Library Association had 724 books, 150 pamphlets, and 50 readers. The Association also served as a civic center and was the intellectual birthplace of several outstanding institutions including the Brooklyn Savings Bank, Brooklyn Public Library, and the Brooklyn Institute of Arts and Sciences. Walt Whitman, named acting librarian at the tender age of 16, reported that the collection contained 1,200 books in 1835. Augustus Graham became president in 1840, and the library section became known as the Youth's Free Library. The Association was renamed the Brooklyn Institute in 1843, and a few years later a perma nent gallery of art was established. At this time there were 150 paintings in the collection and annual exhibitions of paintings and specimens of natural history were already held.

Susan A. Hutchinson became curator of books and prints in 1899 and moved the Library collection into the new building designed by McKim, Mead, and White. From 1899 to 1934 Miss Hutchinson developed an outstanding research collection for staff and public use by working closely with the other curators. Evidence of this cooperation was the publication of a "*Bibliography of a Library For A Museum of Art (costing approximately $10,000) based on the present acquisitions and immediate needs of the Museum Library...*," by William H. Goodyear, first curator of Fine Arts. With this bibliography in hand, needed books were purchased by the Duryea Trust Fund of the Brooklyn Art Association and placed on permanent loan in the Museum Library.

Professor Goodyear was a great friend of the Library and deposited his collection of lantern slides documenting his trips around the world into the slide library. This collection contains superb views of life at the turn of the century from Egypt to the Paris World's Exposition in 1900. Other major book acquisitions were obtained through the purchase of the libraries of the artist John La Farge, Stuart Culin, curator of the Department of Ethnology, and his successor, Herbert Spiden.

"In 1934 the Wilbour Library of Egyptology was opened to the public...."

The Library collections were further enhanced with the bequest made in 1916 by the heirs of Charles Edwin Wilbour, a pioneer American Egyptologist whose personal library contained purchases and gifts from eminent Egyptologists of his time. These titles were added to the Museum Library until the Wilbour Memorial Fund made it possible to provide a separate home. In 1934 the Wilbour Library of Egyptology was opened to the public in a room designed by the firm of Howe and Lescaze. The Wilbour Library has grown into one of the most comprehensive Egyptology collections in the world and covers the cultural history, art, and archaeology of Egypt from its paleolithic beginnings up to the Islamic period.

FINE ARTS AND CULTURAL HISTORY

In 1935, Carl O. Schniewind became librarian, the Main Museum Library became known as the Art Reference Library, and an acquisition policy was developed which emphasized fine arts and cultural history. Since Miss Hutchinson's day, the librarian's title had been "Curator of Books and Prints," and this tradition was continued by Schniewind, who further developed the Print Collection in the area of contemporary American and English art.

The Works Progress Administration was active in the Museum and aided the Library with stack reorganization, bibliographic duties, and the establishment of a bindery.

MAKING THE LIBRARY MORE VISIBLE

In the early 1940's, under the direction of Grace Banker, the Art Reference Library became more visible

in the public eye. A library development grant was received from the Carnegie Corporation, an interlibrary loan policy was instated, and small exhibitions of library materials were held. Meanwhile, the Wilbour Library continued to grow and to be cataloged comprehensively under the watchful eye of Elizabeth Riefstahl, the first Wilbour Librarian, who served the Museum for many years.

With the activity of the Industrial Division of the Museum at a peak in the early 1940's, the Art Reference Library collection grew through the generosity of designers who donated their sketches. Major designers such as Henri Bendel, Vera Maxwell, Bonnie Cashin, Edward Meyer, and Elizabeth Hawes are well represented in the Sketch Collection. During WWII, when art historical literature was difficult to obtain from Europe, the Museum librarians negotiated for the acquisition of European publications, giving duplicate books to the Office of War Information for distribution to libraries in Europe.

"...books are exchanged... around the world."

Important acquisitions of the 1950's included the *Delineator*, the Ledoux Collection of auction catalogs on Japanese art, and the Crawford Collection of books on industrial design. The 1960's brought further development of the library exchange program in which books are exchanged with about 500 other institutions around the world. The Miles Collection on decorative arts was acquired, and thus overwhelmed by the vast amount of newly acquired material in need of cataloging, the library staff dedicated the 1960's and 1970's to making uncataloged material accessible.

From around 1900 to the present, the librarians have contributed to the documentation of the Museum collection through the compilation of bibliographic indexes and short bibliographies which concentrate on special collections such as the watercolors of John Singer Sargent. A chronological record of all exhibitions held since 1823 is available to staff and the public. Egyptian titles have been contributed to the *Wilbour Library Acquisitions List Egyptology Titles*, and the *Neuerwerbungen* of the Universitat Bibliothek Heidelberg.

As in the past, library collection strength today is parallel to what the Museum collections are known for: American art including paintings, sculpture, prints and drawings, and decorative arts; African and Oceanic art and ethnology; Egyptology; oriental art, especially Japanese; costumes, and textiles. The Libraries maintain as well, a small but rich collection on local history.

INTERLIBRARY LINKAGES

To ignore the wealth of other great library collections and continue to purchase in an encyclopedic manner is an attitude no one can afford due to financial as well as physical storage constraints. Today, the time is ripe for joining forces with other institutions and for sharing bibliographic information and resources and preserving our past. The Brooklyn Museum Libraries have recently joined the Research Library Group and will be active participants in the computerized data base which links major research collections across the country. The Libraries also belong to the New York Metropolitan Reference and Research Library Agency and the International Federation of Library Associations.

From the very humble beginnings of a wheelbarrow, the Brooklyn Museum Libraries have grown into a great research facility with a combined collection of close to 175,000 volumes. We hope to continue the original purpose set forth by our founders who truly believed in intellectual growth.

THE PLANNING PROCESS

By Elizabeth Manion, Vice President, New York State Association of Library Boards Executive Board

During the last 20 years, we have come to the realization that what we really need is user oriented planning rather than institution oriented planning.

What libraries need are not rules for sameness but tools to help them analyze situations, make decisions, and evaluate results.

Libraries and library boards are always planning, but we need to ask ourselves if it is always meaningful.

In the past, and even today, many libraries:

Have been working hard to adapt to artificial standards set by someone else

Have been working hard to maintain a pattern of service that is deemed "good" and "necessary" because it has always existed

Have been working hard for patrons rather than with patrons

Have been working hard to focus on ingredients that go into the library rather than on the services that result.

A carefully designed planning process for each public library will be, and should be, individually unique and will help the library to:

1. Meet its need for flexibility in a changing and increasingly demanding society
2. Determine unique local needs
3. Get the public actively involved and, in so doing, acquire new advocates
4. Learn more about itself
5. Develop a long-range plan of service
6. Construct a community profile
7. Evaluate current library resources and services
8. Gain a better understanding of financial and spatial needs
9. Focus attention on improving the services it provides, not just on increasing the resources it owns.

ORGANIZATION

From a trustee's point of view, I would like to suggest some elements of organization that will help to assure the success of your individual planning process when it begins.

1. Be sure that your library board is a group of active participants representative of the community you serve.
2. Be sure that you have a fully qualified professional administering your library or, if budgetary confinements preclude this, the most qualified person possible.
3. Familiarize yourself with your library system's plan of service.
4. Utilize a well-developed library budget and library policy manual.

If we think of the Planning Process as a recipe, it may be easier for us to think through the essential ingredients.

A. MISSION STATEMENT

You first need to decide what things the library will be and to whom! To do this you need to develop a role or mission statement that clearly and specifically spells out the purpose and scope of your library and its services as you envision them, as well as a set of goals and objectives that will fulfill that mission, being careful to make them specific.

1. Will it be service to all or service to segments of the community?
2. Will it stress demand versus quality?
3. Will its emphasis be educational, recreational, or a combination of both?

B. INDIVIDUALIZED PLANNING

You next need to develop a very individualized planning process to assess how well your library is meeting its objectives.

1. You must be motivated to plan, and you must plan to plan.
2. Be sure to do your homework!
3. Allot plenty of time for THINKING before even starting, for it is fatal to skimp here.
   a. Why are we doing this?
   b. How elaborate does the effort need to be?
   c. Who needs to be involved?
   d. What do we want to know?
   e. What difference might the information make?
   f. Who will be affected by any recommended changes and how will they be affected?
4. Identify your research problem carefully, define your information needs, and state your objectives.

5. Select a planning committee of discerning planners.
6. Be sure that the board, the staff, and the community participants in the planning process are all committed to the task and that they maintain their interest and enthusiasm.
7. Decide which of the Output Measures you will target.
8. Make use of skilled assistance to be sure your measurement instruments are as well designed as possible with as little bias as possible. Remember that enthusiasm is no substitute for expertise!
9. Distinguish between hard and soft data.
10. If you survey, survey enough people to get a valid sample, decide which surveys you will use, and know in advance how you will tabulate the results. Remember to count the important things not just the easy things!
11. Estimate the minimum amount of data needed.
12. Devise a timetable.
13. Be sure your plan is flexible, participative, and goal-oriented.
14. Be sure that quality time is available for the process. Don't add a job of this importance to someone's already hectic schedule.
15. Agree to disagree!

There are some things to avoid. **Don't:**

1. Have too many members of the planning committee.
2. Feel that your library cannot embark on a long-range plan just because of tight funding. By careful design, the activity of planning can become a part of the normal day-to-day and year-to-year activities, and don't use excuses like: "We're too small," "We're too big," "We're too poor," or "We don't have time."
3. Settle for patchwork change which ultimately contributes nothing. Do it right the first time!
4. Allow yourselves to believe there are predetermined correct answers or scores for your measurement tools. Interpret the results you obtain in relation to your mission statement and goals.
5. Analyze your library just once and store the information away in the archives! Do use the tools you have developed again and again to make comparisons, detect trends, etc.
6. Feel you have to use the verbatim surveys from the Planning Process Manual and don't feel you have to use them all.
7. Use the planning process for current needs only.
8. Waste time collecting nonuseful data. You can drown in data!
9. Look upon the planning process as a budget defense tool. It is an evaluation tool and a means for you to decide on the allocation of your resources.
10. Aim at simply providing more of the same.

C. ANALYSIS

Analyze the information and data you have gathered and devise the strategies you will need to reach the goals you have set. This can be the most creative and active part of the planning process and the most fun.

Be sure in this phase:

1. To consider all the alternatives.
2. To plan carefully who will be responsible and what resources they will need.
3. To make the strategies you utilize as measureable as your objectives.

D. EVALUATION

The final ingredient in the recipe is obviously evaluation, and if the process is repeated over time, you should gain valuable insights concerning the role of your library in your community.

Planning is risky – but not planning is even riskier in today's changing world. In the demanding society in which we live, people or government bodies cannot be expected to support the library unless it is adding something that can be demonstrated as positive to the quality of life in a community.

THE "GOOD LIBRARY BOARD"

Barbara Germain discovered the following "recipe" for a good library board in the May 1982 *Illinois Libraries* (p. 699) and passed it along.

A good board is one that:

1. Takes seriously its legal responsibility to provide the best possible library service to its community.
2. Devises procedures for working effectively together and with the administrative librarian.
3. Initiates studies and analyses of the community and its needs and the ways in which the library can respond to those needs. This may include new and constructive relationships with other community agencies, with other library boards, and with the library system.
4. Is creative and innovative in serving community needs identified in its continuing analysis of the community, including special outreach efforts to serve groups like the disadvantaged or the handicapped who have not been well served traditionally by most libraries.
5. Faces financial problems squarely, with the goal

of quality service as its top priority, using all auxiliary sources of funds available and working for increased tax support where necessary.

6. Accepts responsibility for adequate compensation of its staff and for personnel procedures and staff benefits that will enhance working conditions.
7. Participates effectively in system and Illinois Library Association activities for its own education as well as for the contributions it may make to others.
8. Adopts goals and objectives, reviewing and revising them periodically to assure the meeting of community needs, and evaluating the library activities adopted to carry out the objectives.
9. Seeks to keep its library facilities abreast of the times, available to all, effective, and attractive to users.
10. Remembers that its responsibility is not to save the community money, but rather to spend its resources wisely.

In conclusion, I would emphasize that there are several publications of the American Library Association with which all library trustees should be familiar. Four which are helpful in planning for library service, all issued by the Public Library Association of ALA, are *Minimum Standards for Public Library Systems, 1966* (1967); *The Public Library Mission Statement and Its Imperatives for Service* (1979); *A Planning Process for Public Libraries* (1980); and *Output Measures for Public Libraries* (1982).

PROGRAM ON CAREER INFORMATION SERVICES OFFERED AT ANNUAL CONFERENCE IN CHICAGO

The Job and Career Information Services Committee of the Public Library Association's (PLA) Alternative Education Programs Section (AEPS) will sponsor a program titled "The Computer Comes to the Job and Career Information Center" at the 1985 American Library Association Annual Conference in Chicago. Scheduled for Monday, July 8, 2:00-5:30 p.m., the program will feature four computer guidance systems being used in public libraries throughout the country.

Librarians and vendors will be on hand to discuss their systems and provide demonstrations and hands-on opportunities. All librarians who are involved with the job-seeking public are strongly encouraged to attend this program.

For more information, contact Ricki Fairtile, Chair, PLA/AEPS Job and Career Information Services Committee, Queens Borough Public Library, 89-11 Merrick Blvd., Jamaica, NY 11432; (718) 990-0802.

JANE SOMERS NEW REGIONAL LIBRARIAN IN ALBANY FOR BLIND AND PHYSICALLY HANDICAPPED

In February, Jane Somers was named director of the New York State Library for the Blind and Visually Handicapped. In this post, she will be responsible for policy and service development for blind and physically handicapped people in 55 upstate counties. There are 26,000-plus readers registered, and more than 365,000 items were circulated last year.

Somers was previously outreach coordinator for the Mohawk Valley Library Association. She has also worked at the Schenectady County Public Library and in academic libraries.

A graduate of Northwestern University and the State University at Albany, she is a member of the New York Library Association, American Library Association, Antiquarian Booksellers Association of America, and the Friends of the Schenectady County Public Library.

FUNDING FOR COLLEGE AND UNIVERSITY LIBRARIES UNDER HEA TITLE II IN 1984

By E. J. Josey, Chief, Bureau of Specialist Library Services, New York State Library

Institutions of higher education and public and private nonprofit library agencies that provide library and information services on a formal cooperative basis once again received grants from the U.S. Department of Education. The grants were awarded under the College Library Resource Program, Title II of the Higher Education Act of 1975, as amended.

TITLE II-A BASIC GRANTS

In fiscal 1984 there were no Title II funds provided to institutions of higher education in the country. This title had been considered basic to strengthening college and library resources in the nation's colleges and universities. The largest number of college and university libraries in the country benefited from this title, although in recent years the basic grants had fallen far short of what had been authorized in the HEA legislation. Librarians around the State and the nation have expressed regret at the lack of funding for Title II-A, and it is their hope that, in the reauthorization of HEA in 1985, a title which would provide basic grants to the college and university libraries will be included.

TITLE II-B FUNDS

Fellowship grants for library training as authorized by Title II-B of the Higher Education Act of 1965 for FY 1984 were awarded to 40 institutions of higher education in support of 76 fellowships, primarily for minorities and/or economically disadvantaged groups and for the upward mobility of minorities and women. This was only one additional fellowship over 1983, but seven additional schools shared funds.

Among the 40 institutions to receive fellowships, 6 New York institutions received a total of $108,000. Of this amount, Columbia University, School of Library Service received $60,000; CUNY, Queens College, Graduate School of Library and Information Studies received $16,000; Long Island University, C. W. Post Center, School of Library and Information Science received $8,000; St. John's University, Division of Library and Information Science received $8,000; the State University of New York at Albany, School of Library and Information Science received $8,000; and the SUNY Buffalo, School of Library and Information Studies received $8,000.

TITLE II-C RESEARCH LIBRARY GRANTS

Seven grants awarded under the HEA Title II-C in 1984 will assist in strengthening research library resources in New York State. The State received a total of $903,907 in FY 1984 given to seven institutions. This is a 34.4 percent decrease from FY 1983 when seven institutions received a total of $1,376,855.

The following institutions in New York received grants under Title II-C: American Museum of Natural History received $83,953; Cornell University Libraries received $99,734; New York Historical Society, $69,929; The New York Public Library received the largest amount, $235,339; New York University received $185,136; Pierpont Morgan Library, $97,456; and Syracuse University received $132,360.

"...use funds to increase accessibility to..collections...."

The institutions in New York State will use their funds to increase accessibility to historical and unique collections and to preserve deteriorating materials. The American Museum of Natural History will use its funds to strengthen its Film Collection and disseminate information about it; this is one of the finest scientific and historical film records in the world. Cornell University will use its funds to build a machine-readable catalog of its extensive ornithological holdings and enter it into the Research Libraries Information Network (RLIN) database. The New York Historical Society will place into the RLIN database, the *Eighteenth-Century Short-Title Catalogue*, and the North American Imprints Program information about a rare and significant group of eighteenth- and early ninteenth-century English and American pamphlets and books in several fields. The Society will use a portion of the funds for preservation of the materials through binding removal, restoration, and safe storage.

The New York Public Library will expend its grant funds to increase the availability, accessibility and preservation of its collection of World War I materials gathered during and soon after the war and numbering over 35,000 volumes. (*Subject Catalog of the World War I Collection*, 5v., was published in 1961 by G. K. Hall.) Specific projects under this Grant are microfilming significant titles in poor condition (3,000 volumes); preserving and boxing scarce, unusual, and unique items (4,300 items); and entering bibliographic records for treated materials into the RLIN database.

New York University will use its funds to catalog and preserve monographs in the Tamiment Library, a special collection of unique holdings related to radical political movements and labor history. The Pierpont Morgan Library will continue its project to catalog and enter into the RLIN database historical autograph manuscripts and letters and other autograph material in the Gilbert and Sullivan Collection. Also, items in need of preservation will be treated and placed in acid-free folders and boxes. There are three components in the project funded at Syracuse University for the Belfer Audio Laboratory collection of recorded cylinders of the 1890-1920 period. First, 1,500 cylinders will be re-recorded; second, all 7,000 will be microfilmed, indexed, and cataloged; and finally, an interdisciplinary, computer-based retrieval system will be developed and field tested. The microfilm index will become part of the national database for audio material being established by the Association of Recorded Sound Collections.

NEW YORK STATE'S SHARE OF HEA FUNDS

Funds granted to college and university libraries in New York State in FY 1984 decreased significantly. Institutions received no basic grants for library resources under Title II-A. In FY 1984, New York institutions received grants under Title II Parts B and C amounting to $1,011,907, a 37.7 percent decrease from FY 1983 when institutions in the State received grants totaling $1,623,535. On examination of B and C parts of this Title individually, we see a significant rise, a 21.1 percent increase, in Title II-B fellowship funding and a 34.4 percent decrease in Title II-C research library grants. Again this year, there was no Title II-B funding for research and demonstration.

OUTLOOK FOR THE FUTURE

The Higher Education Act expires during 1985. The House Postsecondary Education Subcommittee, in the spring of 1984, completed a series of hearings on HR5240, an extension and amendment of the Higher Education Act. Looking forward to restoration of funds for college library resources, the ALA witness at the hearings, Barbara Williams Jenkins, recommended incorporation into HR5240 of the Title II-A needs criteria for college library grants and the II-D college library technology and cooperation grants from HR5210. College and university librarians in New York have indicated over the years that funds from HEA have been of enormous aid in the development of college library resources and programs.

WORLD CONFERENCE ON CONTINUING EDUCATION FOR THE LIBRARY AND INFORMATION SCIENCE PROFESSIONS

A World Conference on Continuing Education for The Library and Information Science Professions is planned as a preliminary meeting to the 51st IFLA Council and General Conference. This first international gathering on library continuing education will be held August 13-16, 1985 at Moraine Valley Community College, Palos Hills, Illinois.

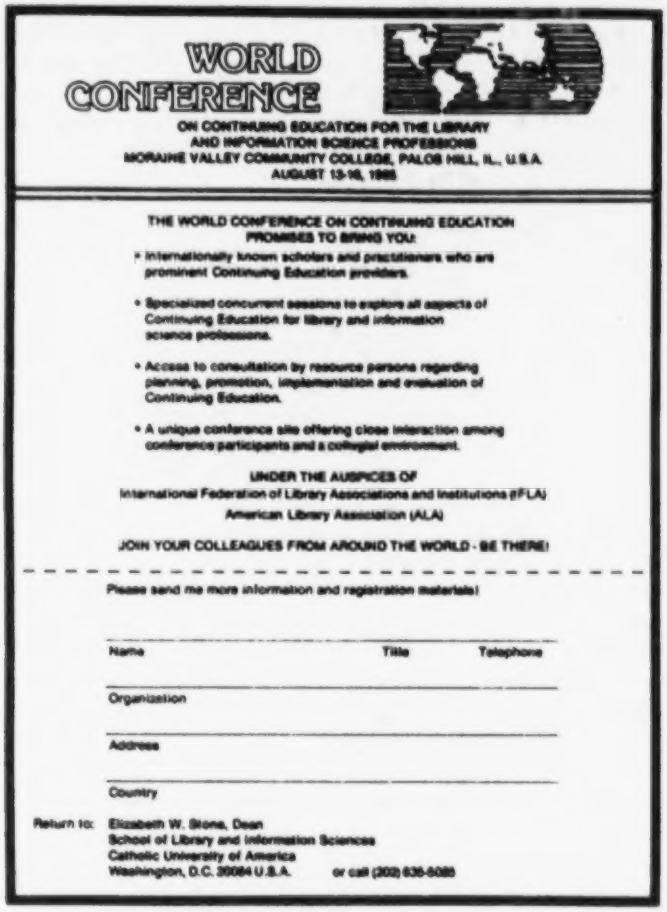
The Conference is designed to assemble people from throughout the world who are involved with continuing education in the library and information science professions. Author Malcolm Knowles will be the keynote speaker on the topic of learning styles in continuing education. Other topics to be addressed include principles of good continuing education, the role of governments and associations in continuing education, technological advances in continuing education practice, and continuing education developments from around the world. The Conference sessions are designed to impart information while permitting maximum interaction among the participants. Poster sessions and on-site consulting in continuing education practice will also be available for those attending.

Moraine Valley Community College will be the host facility for the Conference. This community college will be the site of all the sessions and meals and will provide an interactive and technologically current setting. Housing for participants will be at two moderately priced area hotels. Transportation between the hotels and the college will be provided.

While participants will pay for lodging and meals, there is no registration fee for the Conference itself. Preregistration forms must be submitted, however. All participants will also receive a free set of proceedings of the Conference. Attendance is limited to 150 persons and preference will be given to those also attending the IFLA Conference in Chicago, August 16-24, 1985.

The World Conference will be conducted under the auspices of the American Library Association and the International Federation of Library Associations and Institutions.

Completed preregistration forms must be received by June 1, 1985. For more information and registration materials, please contact Elizabeth W. Stone, Dean, School of Library and Information Science, Catholic University, Washington, D.C. 20064 U.S.A. (202) 635-5085.



WORLD CONFERENCE

ON CONTINUING EDUCATION FOR THE LIBRARY AND INFORMATION SCIENCE PROFESSIONS
MORAINE VALLEY COMMUNITY COLLEGE, PALOS HILL, IL., U.S.A.
AUGUST 13-16, 1985

THE WORLD CONFERENCE ON CONTINUING EDUCATION PROMISES TO BRING YOU:

- Internationally known scholars and practitioners who are prominent Continuing Education providers.
- Specialized concurrent sessions to explore all aspects of Continuing Education for library and information science professions.
- Access to consultation by resource persons regarding planning, promotion, implementation and evaluation of Continuing Education.
- A unique conference site offering close interaction among conference participants and a collegial environment.

UNDER THE AUSPICES OF
International Federation of Library Associations and Institutions (IFLA)
American Library Association (ALA)

JOIN YOUR COLLEAGUES FROM AROUND THE WORLD - BE THERE!

Please send me more information and registration materials!

Name _____ Title _____ Telephone _____

Organization _____

Address _____

Country _____

Return to: Elizabeth W. Stone, Dean
School of Library and Information Sciences
Catholic University of America
Washington, D.C. 20064 U.S.A. or call (202) 635-5085

BEST COPY AVAILABLE

NYPL PUBLIC CATALOG ROOM CLOSING JANUARY 1985 FOR CONVERSION TO COMPUTERS AND RESTORATION

On January 18, 1985, the Public Catalog and the Main Reading Room of The New York Public Library Central Research Library closed for the first time since the building opened in 1911. This closing launches a 9-12 month project which entails major restoration of the Public Catalog Room ("315") and the conversion from an obsolete card catalog to a contemporary bibliographic and computer system. Commonly referred to as the "nerve center" of the Library, this room renders the vital service of connecting 350,000 readers each year with the 26 million items in the collections of NYPL as well as with other research institutions.

The North Hall of the Main Reading Room will serve as an interim catalog room through the duration of the project.

KRESGE AND PEW GRANTS TOTAL $1.6 MILLION

The "315" project will launch Phase II of the Library's monumental $45 million restoration program. Major grants in the amount of $800,000 from The Kresge Foundation of Troy, MI and The Pew Memorial Trust of Philadelphia enabled the restoration to begin. In addition, The Horace W. Goldsmith Foundation of New York City contributed $150,000 toward project expenses. Further support from the Library's local constituency has come from The Bodman Foundation, the Charles Hayden Foundation, the Grace Foundation, Inc., and the City of New York. With 60 percent of the total $3.6 million costs having been raised, efforts are underway to secure the remaining $1.4 million, especially as The Kresge Foundation's grant was awarded on a challenge basis, requiring that all project funding be secured by June 1985.

88-VOLUME PRINTED CATALOG AND STATE-OF-THE-ART COMPUTER TECHNOLOGY TO BE INSTALLED

First, the 8,000 drawer card catalog will be replaced by the monumental 800-volume *Dictionary Catalog of the Research Libraries of The New York Public Library, 1911-1971,* which includes bibliographic information on library materials cataloged before 1972. This great book catalog, recently completed after more than 10 years of effort, is a unique bibliographic tool, representing one of the most important library catalogs every published. It will be displayed for public use along the south side of the renovated Public Catalog Room.

Second, and most dramatic, will be the introduction of computer technology for public use. Approximately 50 computer terminals will be installed to serve as the Library's catalog for current materials (cataloged after 1971). This on-line, public access computer catalog has been nicknamed CATNYP (Catalog of The New York Public Library) and was developed by Carlyle Systems, Inc. of Berkeley, CA.

Room 315 will be restored as a Beaux Arts Period room with temperature and humidity controls installed to provide a better environment for the preservation of books and for the comfort of the Library's users and staff.

According to Library president, Vartan Gregorian, "The renovation of Room 315 is not only the Library's most important project, it is also the Library's most radical step toward fulfilling its mission to disseminate free information. The generous gifts of The Pew Memorial Trust and The Kresge Foundation will equip the Library for the challenges it faces in the 21st century as well as ensure the preservation of an aesthetically important space in the landmark building."

BEST COPY AVAILABLE

The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Empire State Plaza, Albany, NY 12230

All articles in The Bookmark are published on the authority of the authors. They do not necessarily reflect the opinion of the editor or the policy of the State Education Department.

New York State Education Department
New York State Library
Cultural Education Center
Albany, New York 12230

U. S. POSTAGE
PAID
Albany, N.Y.
Permit No. 283

PRINTED BY THE UNIVERSITY OF THE STATE OF NEW YORK PRESS

84-8255